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ABSTRACT

This guide is the staff development training manual of a series designed to provide school planners and guidance personnel with a model for a comprehensive developmental guidance program which can be adapted, adopted or used to create new programs. The materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This training manual is organized in four sections corresponding to the four training sessions designed to implement a specific goal for participants including: (1) awareness of the effect of developmental guidance on personal educational settings; (2) understanding of the comprehensive guidance curriculum; (3) skill indicators; and (4) skill in developing activities to meet comprehensive guidance objectives. Lists of specific objectives for each session, time needed for each activity, suggested processes and modes of participation for each activity are listed at the beginning of each section as well as descriptions of materials/equipment which will be needed and estimated preparation time for each session. Hand-outs to accompany the activities are provided including conference worksheets, evaluation forms, and samples of guidance activities for each grade level. (MCF)

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STAFF DEVELOPMENT GUIDANCE CURRICULUM

Georgia Comprehensive Guidance Series

Developed by:

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COMPREHENSIVE GUIDANCE CURRICULUM

The Comprehensive Guidance Curriculum Staff Development Guide is intended to support the competency-based guidance curriculum component of the Georgia Comprehensive Guidance Model. The other interactive components of the model are: (1) individual planning, (2) responsive services and (3) systems support. The materials in this Guide were collected from many sources and organized for use with the Georgia Comprehensive Guidance Activities Guide.

GOALS

Goal 1: Participants will gain an awareness of how developmental guidance will affect their personal educational meeting. p. 3

Goal 2: Participants will gain an overview of a comprehensive guidance curriculum. p. 23

Goal 3: Participants will learn skills in evaluating and reporting student outcomes using performance indicators. p. 91

Goal 4: Participants will learn skills in developing activities to meet comprehensive guidance objectives. p. 109

OVERVIEW

Goal 1: To gain an awareness of how developmental guidance will affect personal educational settings.

		Time*	Process	Mode
Activity 1:	Competency-Based Introductions	20	writing, sharing	dyads, large groups
Activity 2:	Workshop Overview	10	listening	large group
Activity 3:	Focus on Personal ABC's	20	discussing, writing	independent, large group
Activity 4:	Focus on Personal Gains	20	discussing, writing	small group

* This is an approximate time; it is usually minimum.

MATERIALS/EQUIPMENT: 3 X 5 cards for each member, masking tape, participant worksheets 1, 2, newsprint.

PREPARATION: Have tables for working in grade levels available.

ACTIVITIY DIRECTIONS

Activity 1: "Competency-Based Introductions"

Objective: Participants will gain an awareness of the eight areas of guidance responsibility and the concept of competencies.

Preparation: Have 3 X 5 index cards and masking tape ready. The cards will be used as name tags with the masking tape to hold them on.

Give each participant a card and ask each to put his/her name in large letters in the middle. Instruct each participant to select three competency areas from the following list and write them in three corners of the card: Self-Understanding, Relationships, Expressing Ideas, Processing Information, Rights and Responsibilities, Decision Making, Achievement Motivation or Problem Solving. In the fourth corner they are to put the grade level or subject area they teach or have taught. Under each labeled corner, instruct them to put two things: 1) in what area(s) they feel competent (other adjectives might be skilled, comfortable, etc.), and 2) in what area(s) they feel not as competent (not as skilled, comfortable, etc.). Do this for the three guidance areas and fill in the grade level. See the example below.

It is a good idea to make a sample name card on newsprint using your own name and information based on your personal experience to model openness and to give an example of the task.

Ask each participant to fill out his/her card individually and then locate a partner to mutually share cards. Ask participants to introduce his/her partner and share one developmental guidance area along with the grade level or subject area taught.

After introductions, ask the members of the workshop to group themselves according to the grade levels. If there are other personnel (counselors, principals, special education teachers, etc.) ask them to be with the group(s) that needs more members or in the grade level group that the other personnel has had experience or interest in.

Activity 2: "Workshop Overview"

Objective: Participants will learn the main components of the Comprehensive Guidance Curriculum.

Preparation: Have an overhead projector and/or chalkboard or newsprint on which to write out the schemata of the project. Read the leader's summary overview of the CGC. Present in a lecture form the material in the overview summary. The purpose of this activity is not only to present the rationale and overall picture of the program, but also to prepare the participants for the following exercise.

A summary of schemata involved in the CGC project is presented below:

SCHEMATA

Guidance Areas.		8
Life Roles.		5
Goals		24
Developmental Objective	(3 per goal)	72 (K-12)
Competencies.	(24 per grade)	312 (K-12)
Performance Indicators.	(2-4 per competency)	

(Reproduce on chalkboard or transparency.)

Leader's Summary of the Comprehensive Guidance Curriculum (CGC)

There are eight major guidance areas in this program. These are:

Area - Self-Understanding

Goals
- Personal Care Skills
- Uniqueness
- Management of Self and Environment

Area - Interpersonal Relations

Goals
- Listening and Speaking Skills
- Family Relationships
- Peer and Adult Relationships
- Reciprocal Behavior

Area - Expressing Ideas

Goals
- Methods of Expression
- Assertiveness

Area - Gathering and Processing Information

Goals
- Life Styles, Life Roles, Settings and Events
- Compiling and Intergrating Information
- Stereotypes

Area - Right and Responsibilities

Goals
- Family Rights and Responsibilities
- Learner Rights and Responsibilities
- Citizen Rights and Responsibilities
- Consumer Rights and Responsibilities
- Producer Rights and Responsibilities

Area - Valuing and Decision Making

Goals
- Values Affect Life
- Decision Making Process
- Decision Making Skills

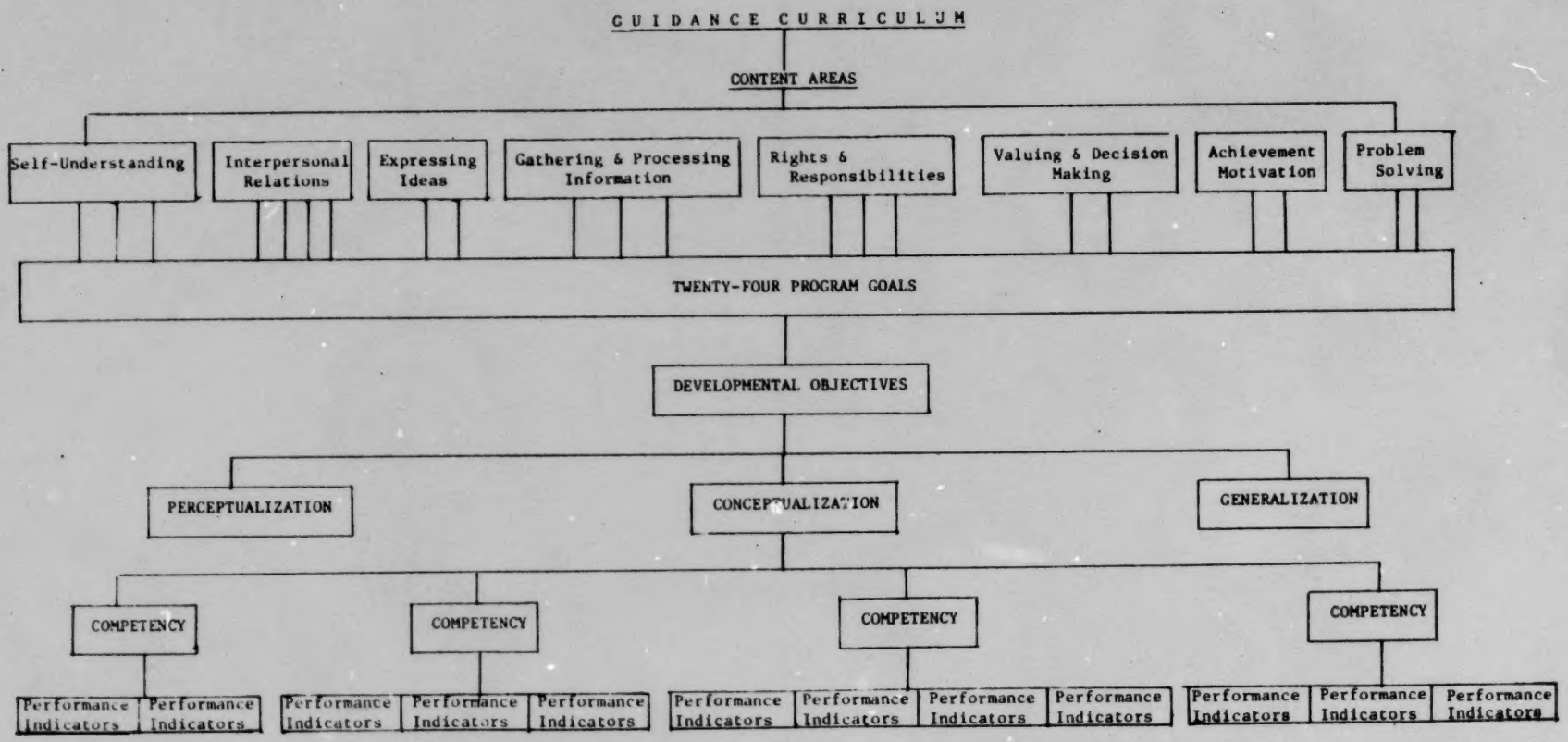
Area - Achievement Motivation

Goals
- Planning and Goal Setting
- Analyzing, Accomplishing and Evaluating Tasks

Area - Problem Solving

Goals
- Problem Solving Skills
- Anticipating and Coping with Change

Following are overview charts of the Guidance Curriculum structure with the goals, objectives and competencies:


GUIDANCE CURRICULUM
CONTENT AREAS
Self-Understanding
Interpersonal Relations
Expressing Ideas
Gathering & Processing Information
Rights & Responsibilities
Valuing & Decision Making
Achievement Motivation
Problem Solving
TWENTY-FOUR PROGRAM GOALS
DEVELOPMENTAL OBJECTIVES
PERCEPTUALIZATION
CONCEPTUALIZATION
GENERALIZATION
COMPETENCY
COMPETENCY
COMPETENCY
COMPETENCY
Performance Indicators
Performance Indicators
Performance Indicators
Performance Indicators
Performance Indicators
Performance Indicators
Performance Indicators
Performance Indicators
Performance Indicators
Performance Indicators
Performance Indicators

Activity 3: "Focus on Personal ABC's"

Objective: Participants will individually assess his/her internal thought processes that could create anxiety, frustration or confusion (negative feelings) around the scope and extent of the CGC.

Preparation: Be thoroughly familiar with the following elements of the presentation of the ABC paradigm and have read the leader's summary on creating feelings.

See page 15 for one way to present the ABC paradigm and adapt it to fit your own style:

Leader's Summary on Creating Feelings

A - Activity, action, agent

B - Belief about the activity, action, agent

C - Consequences of behavior and belief

Rational-Emotive Therapy is based upon the belief that emotional disturbances are produced by our illogical or false beliefs about how we should behave in the social world. These false beliefs are inculcated within us as a result of our ability to symbolically (linguistically) introject our parent's attitudes and identify ourselves with them, as well as to introject the attitude about how we should behave from those significant others in our social environment.

Ellis believes there are two classes of emotive reactions which we experience. The first class of emotive reactions are what Ellis calls feelings. These are essentially reactions to physical sensations which are experienced as either pleasant or painful reactions. Good examples of these kinds of reactions are: burning your hand on a stove, which produces a painful reaction or drinking a cool glass of iced tea after a strenuous game of tennis, which produces a pleasureable reaction. The second class of emotive reactions are what Ellis terms as emotions. Emotions are characterized by sustained thought about an action. Much of what we call emotions are nothing more than a certain kind of bruised, prejudicial or strongly evaluative kind of thought about some event which directly or indirectly affects us.

Achieving control of our emotions can be accomplished by vigorously challenging our internalized sentences and replacing them with more logical ones. This entails changing our irrational belief structure and replacing it with a more rational and relatively impersonalized belief structure.

One way of starting to control our emotions is to recognize the twelve irrational beliefs which usually lead to self-inhibiting and self-limiting behavior. Once these irrational beliefs are recognized they can be vigorously challenged with their logical equivalents.

Ellis contends that each of these twelve irrational beliefs is founded upon a definitional assumption and each one of them has no basis in empirical fact or common sense. Adherance to these beliefs in almost all cases is at the bottom of a person's irrational self-talk, which actually produces the emotional disturbances that are holding individuals back from achieving adequate adjustments to themselves and life.

The Dozen Irrational Beliefs

Which Create and Maintain Sustained Emotional Dysfunction

1. The belief that it is an absolute necessity for any human being to be loved or approved by virtually every significant other person in the community.

2. The belief that one should be thoroughly competent, adequate and achieving in all possible respects if one is to consider oneself worthwhile.

3. The belief that certain people are bad, wicked- villainous and that they should be severely blamed and punished for their villainy.

4. The belief that it is awful and catastrophic when things are not the way one would very much like them to be.

5. The belief that human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances.

6. The belief that if something is or may be dangerous or fearsome, one should be terribly concerned about it and should keep dwelling on the possibility of its occurring.

7. The belief that it is easier to avoid than face certain life difficulties and responsibilities.

8. The belief that one should be dependent on others and needs someone stronger than oneself on whom to rely.

9. The belief that one's past history is an all-important determiner of one's present behavior and that because something once strongly affected one's life, it should indefinitely have a similar effect.

10. The belief that one should become quite upset over other people's problems and disturbances.

11. The belief that there is invariably a right, precise and perfect solution to human problems and that it is catastrophic if this perfect solution is not found.

12. The belief that human happiness can be achieved by inertia and inaction.

Rational views on the twelve irrational beliefs are as follows:

1. It would be more advisable and productive for human beings to concencrate on self-respect, winning approval for practical purposes and loving instead of being loved.

2. It is better for human beings to strive to do well for their own sake rather than always trying to do better than someone else. It is better to enjoy the activity and to learn from it rather than engaging in it with the hopes that the results will be perfect.

3. Certain acts are socially inappropriate or downright anti-social and those individuals who perform these acts are behaving out of ignorance or are just stupid. It is better to help them to change their misguided view of life or teach them the proper social behavior than to severely blame or punish them.

4. It is unfortunate that life circumstances are often not as we would like them to be and it would be advisable to change or control conditions so they become more satisfactory. If the changes or controls are not possible, it is better to temporarily accept their existence.

5. Human unhappiness is caused by the way in which we perceive and judge external conditions, not by the external conditions themselves. People make themselves unhappy by their illogical or irrational beliefs about external events.

6. It would be better for humans to face the dangerous situation or feared object or situation and render it non-dangerous. When this is not possible, one should accept the inevitable situation and cope with it the best as possible.

7. All human beings must come to grips sooner or later with the tasks and responsibilities of life. The earlier one faces and deals with the tasks of life, the more experience one has with solving life's difficulties and the easier it is to accept responsibility for oneself.

8. It is much better to act and think independently for only you are responsible for what you do in life. Essentially the more dependent upon others you are, the more dependent you become.

9. One can learn from past experiences, while not being overly attached to or prejudiced by them.

10. It is much better to help another person deal with his problems. It serves no practical purpose to become upset yourself for these are not your problems and what good does becoming upset or disturbed do for the person with problems.

11. There is no such thing as only one right and perfect solution to any problem. There are any number of possible solutions, one may be better than another under given circumstances. It is better to try a number of possible solutions and see which one works best.

12. Humans tend to be happiest when they are virtually absorbed in creative pursuits or when they are devoting themselves to people or projects outside themselves.

Emotion then does not appear to exist in its own right, as a special and almost mystical entity. Emotions and thinking are intimately interrelated, form one process and are more accurately described as feeling-thoughts.

Human emoting has 3 major origins or pathways. These are:

Feelings 1. Through sensor-motor pathways.

Feelings 2. Through biophysical stimulation meditated through the tissues of the central and autonomic nervous systems.

Emotions 3. Through the cognitive processes.

The major focus of Rational-Emotive Therapy is upon the second class of emotive reactions, those of sustained emotions. Sustained emotions are produced by our attitudes and belief about life which are linguistically inculcated within us. Thinking and emoting accompany each other in a autological manner. This is because human beings are reared in social organizations in which language is the main way they communicate their state of physical and emotional well being with themselves and others. This is especially true when we experience sustained emotion. Much of our emotion takes the form of self-talk or internalized sentences of an evaluative nature. We make a cognitive appraisal or judgement. This self-talk frequently becomes our emotions.

Basically, what we call emotions is an appraisal of cognitive sentiment strongly slanted or biased by our previous perceptions and experiences. The appraisal is highly personalized, often accompanied by gross psychophysiological body reactions and are likely to induce us into taking some type of positive or negative action.
intensity and direction that we take is determined by the type of self-talk we employ. That is, we usually employ either logical or illogical self-talk based upon the assumptions or beliefs we have about our conditions in the world and how the world should behave in relation to us.

Emotional Disturbances

Emotional disturbances are created and maintained as the result of false or illogical beliefs about an individual's status in life or his/her individual relationship with the external social world. These illogical beliefs are developed through early conditioning in life, introjected attitudes and beliefs (verbal indoctrination) and by autosuggestion.

People with emotional dysfunctions create and maintain their disturbances by autosuggestion. They reindoctrinate themselves with false assumptions about personal lack of self-worth by their illogical self-talk. They linguistically hood-wink themselves by developing defined fears and continuing their illogical beliefs about life.

The defined fears and sentiments are linguistically abstracted rules about what is the proper way of behaving in society or "real social truth." These are based upon false assumptions not connected to physical or social reality.

The emotionally disturbed individual creates his/her dysfunctional emotional responses by his/her illogical attitudes about the human condition through his/her self-talk and defined needs. The disturbed individual's self-talking abilities permit him/her to forget his/her real needs or necessities for human survival; these are invariably of a physical or sensory nature. They consist of such demands as the need for sufficient food, fluids, shelter, health and freedom from physical pain.

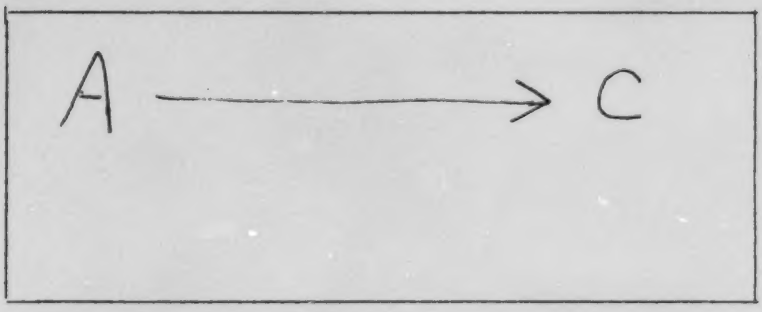
Self-talking permits the emotionally disturbed person to illegitimately translate his/her psychological desires like the desire for love, approval, success and leisure into definitional

needs. Once the disturbed individual has defined his/her desires as his/her needs and accepted the false definitions of his/her parents or peer groups, his/her self-talking abilities beautifully enable him/her to continue to define his/her desires in this nonsensical manner even though there is no supporting evidence to back these definitions.

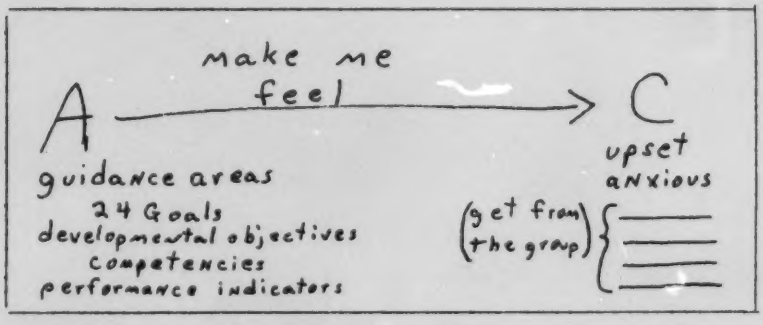
Sustained negative emotions are invariably the result of stupidity, ignorance or disturbances (biophysical imbalances in the brain or somatic tissues). Rarely are a person's sustained negative emotions brought about by an external event. Emotional disturbances, for the most part, generally arise from the individual's conscious or unconscious self-talk about some antecedent event. Thus, it is the false belief or personalized bias about the antecedent event or object which creates and maintains the sustained emotional disturbance.

One Way to Present the ABC Paradigm

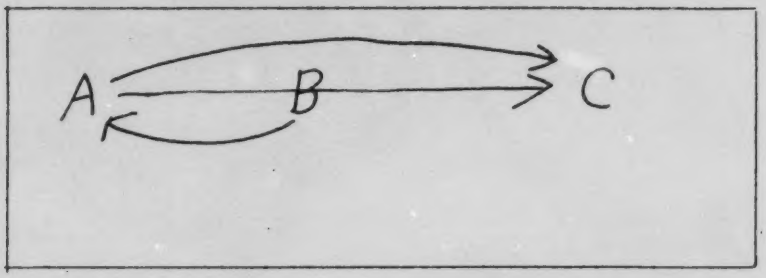
"I'm wondering what a lot of you are feeling after you have heard me talk briefly about the eight guidance areas, 24 goals, developmental objectives, competencies and performance indicators. My guess is that if I were you, I'd be feeling somewhat anxious and upset."
(Put on a chalkboard or newsprint the following:



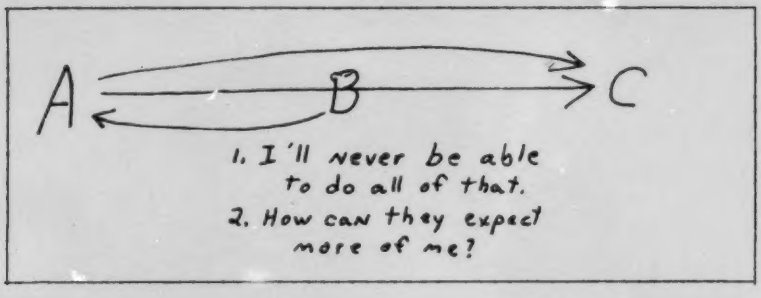
"It certainly would be understandable to say to yourself -- "Those competencies, goals, etc. are making me feel anxious, upset" -- what are some other feelings you could have? (Elicit from the participants and fill in the A and C parts as below:



"There is a missing part, though, a middle part that you most likely are quite unaware of -- the out-of-awareness, often fuzzy B part. That B part is what you are saying to yourself about A. The B part (put a B between A and C with arrows.)



"is like a cassette tape recorder on fast forward. What you say to yourself is so fast and spontaneous that until you tune in to your own internal sentences, they are out-of-awareness. So, it is not A that CAUSES C, but what you SAY about A in your head that CREATES the feelings at C.



"So now that you are aware of how you may be creating the negative feelings of frustration, anger, confusion, etc., what can you do about it? There are several things: (1) by bringing to awareness your internal sentences you will have already taken an important first step. Thus, the first step is recognizing your feelings and asking yourself, 'What did I say inside to get myself here?' (At this time, ask participants to look at the participant Worksheet #1, (next page), and to fill out the B part). There are other ways of dealing with B besides awareness. (2) Involved in most internal sentences that create negative feelings are 'catastrophizing' and 'awfulizing' and going into the past and/or into the future. To deal with these involves another part and that is the D or disputing part (go back to the chart and fill in as on page 19).

Focus on the ABC's of Feelings

TASK DIRECTIONS

Fill out according to the directions given to you by the workshop leader.

1.

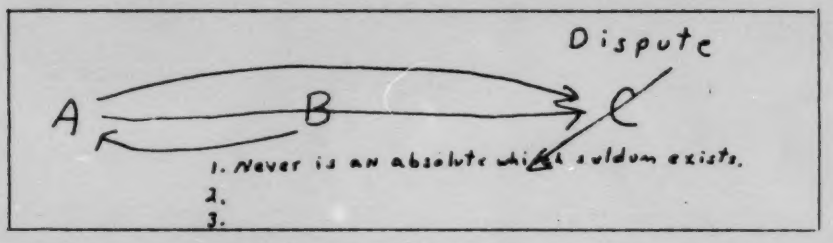
2.

3.

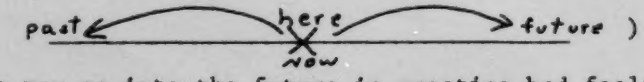
4.

5.

WORKSHEET 1



"Basically, the D part is the disputing of the awfulizing catastrophy-building elements in B. For example, your B internal sentences may be something like 'Oh no, I'll never be able to do all of this' with the addition and it's horrible, awful and terrible that I can't.' It may indeed be unpleasant, annoying and midly frustrating, but it is not awful, terrible or the end of the world. In addition, the words 'never' and 'always' carry an absolute connotation that is seldom true and feeds into the catastrophy-building for creating negative feelings. Finally, if we look at time like this: (draw a line, then an arrow for forward and one backwards



"When you go into the future in creating bad feelings, usually it is to predict doom and gloom -- e.g. 'This is never going to stop, I'll be working on this forever.' When you go into the past, it is to ruminate on past bad times, goof-ups and failures. -- e.g. 'The last time I took on a new project, I didn't follow through, etc.' To not create negative feelings, the solution is to stay right here, right now. (Put in the here and now on the time line). Staying in the here and now can be done by focusing on what you are seeing, hearing and feeling right now. When you become aware of going to the future or to the past, refocus and bring yourself back to what is happening now."

As a group, ask participants to share some of the internal sentences they were thinking when the workshop overview was presented. Discuss briefly any questions or comments. This exercise has been found to be an essential component to the workshop and is a companion to the following exercise.

Activity 4: "Focus on Personal Gains"

Objective: Participants will be in a small group brainstorm and list personal benefits from involvement in CGC.

Preparation: Ask participants to consider in their grade-level or subject area group what personal "goodies" or gains might be in it for them if they become involved in the CGC program. Instruct them to brainstorm (not evaluate or throw out ideas, but to list all possibilities). Ask one person to report to the rest of the groups after the lists are complete. This exercise involves participants Worksheet #2 (next page).

Note to the participants that this exercise is the flip side or the positive side of learning a new approach.

The "Goodies"

TASK DIRECTIONS

In your small groups, brainstorm the possible benefits teachers could derive from active participation in a competency-based guidance program.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

WORKSHEET 2

OVERVIEW

Goal 2: To gain an overview of a Comprehensive Guidance Curriculum

		Time	Process	Mode
Activity 1:	The Areas, Goals, Competencies, and Indicators	20	perusing	independent
Activity 2:	"What's (Already) Happening"	30	writing, discussing	independent, small group
Activity 3:	Competencies and Indicators	15	perusing, discussing	independent, small group
Activity 4:	Workshop Competencies and Indicators	30	writing, discussing	independent, small group
Activity 5:	Writing Performance Indicators	30	concensually deciding, writing	small group

MATERIALS/EQUIPMENT: Participant worksheets 3, 4, 5 and handouts #1, 2, 3, 4, 5, 6

PREPARATION: Tables for small group work.

ACTIVITY DIRECTIONS

Activity 1: "The Areas, Goals, Competencies and Indicators"

Objective: Participants will become familiar with the basic components of a Comprehensive Guidance Curriculum.

Preparation: Ask participants to individually review the introduction (handout #1), Content Areas: Roles and Goals (handout #2), Goals, Objectives and Competencies (handout #3) and Competencies and Performance Indicators (handout #4).

Briefly go over the basic organization again. Use the diagram chart (Goal I, Activity 2, Leader's Summary presented on page 7. Then ask participants to individually look over the Areas, Goals and Competencies (handout #5) for their appropriate level.

Instruct them to find the components presented earlier in the overview, i.e., areas, developmental objectives, competencies, to see how they are written and formatted.

INTRODUCTION TO THE COMPREHENSIVE GUIDANCE CURRICULUM

One of the assumptions upon which the developmental guidance program is built is that there is guidance content that all students should learn in a systematic, sequential way. This means counselor involvement in the curriculum; it means a guidance curriculum.

To establish a curriculum for guidance, it is first necessary to identify those areas of human growth and development which could form a base for guidance from which content could be drawn. Career development theory and research is suggestive of such areas, as is the work of psychologists who have delineated developmental tasks. So, too, is the work of individuals who emphasize psychological, moral, process and values education.

Curriculum specialists and guidance workers in Georgia have been examining guidance content for some time. The career development movement has influenced curriculum change and its subsequent association with career guidance forced attention to be given to curriculum associated processes. While career guidance may not represent the total guidance content responsibility, there is a great deal of overlap. This overlap is especially noticeable when a broad, encompassing career development viewpoint is fostered. Such a perspective has been dominant in the state of Georgia. The fourth grade Criterion Reference Test (CRT) in the area of career development exemplifies this fact. The twenty objectives on which the items were based are representative of what many counselors would identify as career guidance. The Comprehensive Career Guidance Projects initiated by the Guidance Unit in the Georgia Department of Education have extended the career guidance perspective

to be almost synonymous with a comprehensive guidance curriculum. The twenty CRT objectives plus an additional ten objectives were used as framework for a suggested career guidance curriculum for Georgia's elementary schools. These thirty objectives were organized under three domains of Interpersonal Effectiveness, Work and Life Skills and Life Career Planning. Needs assessment studies coordinated through the University of Georgia (Dagley & Hartley, 1975) suggested elements of this career guidance model. These three domains are closely related to the three common themes which emerged from a review of the work of career development theorists, researchers and practitioners. Most stress the need for attention to self-concept development--knowledge of self as well as the development of interpersonal skills. Another theme that is common is the concern for assisting individuals to understand the decision making process and to develop decision making skills. Finally, a third common theme is the need for individuals to gain an understanding of current and potential life roles, settings and events. Some theorists use the term "personal learnings"; learnings which stress developing a self-identity and of answering questions dealing with self in terms of who, where and when. They pointed out that the facilitation of these learnings in individuals is the second major purpose of education (the other being social learnings) and that these personal learnings form the basis for a developmental counseling program.

The organization of a guidance curriculum in Georgia was well on its way when the competency based education movement was introduced into school planning by the Georgia State Board of Education (1976, 1978). The legislation related to graduation requirements based on

contemporary life role skills had significant impact on all curricular developments within the state. Guidance curriculum under development by the Georgia Department of Education Guidance Section was then challenged to be assimilated within the competency based, contemporary life role skills perspective. The Guidance Section responded to this need by modifying and extending guidance curriculum models already containing elements of competency based education and contemporary life role skills outcomes (See Figure 1).

Guidance program planners should utilize a competency based approach for the following reasons:

- Students will have a greater amount of specific information regarding what capabilities are represented by guidance curriculum acquisition. Students can recognize the substance of the program.

- Parents will have more information regarding student progress. Parents have expressed curiosity and concern regarding what a guidance curriculum is. Now they will know what their youngsters actually know and can do. Although competency acquisition does not tell the whole story, it will have the effect of increasing community understanding of the nature of the local district's guidance program.

- Those assigned to counseling and advising students will have access to more information which will be helpful in personalizing the guidance process.

- The act of dealing with, recording and reporting competencies will act as a reminder to teachers regarding what students have and have not accomplished. This will aid the teacher and student in setting class, group and individual learning priorities. Pupils' continuous progress can be monitored.

- As guidance staff re-examine their activities and course offerings, more data can be made available regarding student progress in the current program. Curriculum revision can be justified.

- Administrators will have access to more information that will enable them to better explain to the community the various activities of the school's guidance program.

Figure 1
Georgia Comprehensive Guidance Curriculum

GUIDANCE CONTENT	CONTEMPORARY LIFE ROLES				
	Individual	Learner	Citizen	Consumer	Producer
1. Self-Understanding 2. Interpersonal Relations 3. Expressing Ideas 4. Gathering & Processing Information 5. Rights & Responsibilities 6. Valuing & Decision Making 7. Achievement Motivation 8. Problem Solving		Curriculum Goals Competencies Performance Indicators			

GUIDANCE AREAS AND GOALS

This is an overview of the eight guidance areas and accompanying goals. Use this for your information and review.

There are eight principal processes and skills addressed by this guidance curriculum. The justification for these eight areas was highlighted in Part I.* The guidance curriculum *content areas* are utilized in the five major contemporary life roles (individual, learner, citizen, consumer and producer) as suggested by the Competency-Based Education policy. The process of interrelating these eight major content areas with the contemporary life roles comes in the first detail level--that of establishing *goals*. This guidance curriculum deals with a total of twenty-four (24) goals. Following is a short description of the content areas and a listing of the goals under each area.

Self-Understanding. The first content area emphasized the development of individuals in self-appraisal and self-improvement. Individuals involved in this area should become more aware of personal characteristics (i.e., aptitude, interests, goals, abilities, values, physical traits) and the influence these characteristics may have on the persons they are and can become and on the environment around them.

Goals:

A. Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

B. Students will develop and incorporate an understanding of the uniqueness of themselves and others.

C. Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

*Part I refers to Part I in the Program Planning Guide, Georgia Compre-Guidance, Georgia State Department of Education, Atlanta, Georgia.

Interpersonal Relations. This area deals with skills that allow individuals to develop more personal and caring relationships with "significant others" in their lives. Individuals will also explore the impact of their actions and reactions upon others and thus their relationships.

Goals:

A. Students will develop and incorporate those listening and speaking skills which allow them to communicate in their daily lives.

B. Students will develop and incorporate skills that encourage and enhance relationships with their families.

C. Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

D. Students will develop and incorporate an understanding of reciprocal behavior and how actions have effect on others.

Expressing Ideas. Encouraging individuals to develop skills in listening, speaking, reading and writing and how such skills can be used both effectively and appropriately becomes the focal point of this content area.

Goals:

A. Students will develop and incorporate an understanding of various methods of expression in their daily lives.

B. Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

Gathering and Processing Information. Because individuals over their lifetimes will be assuming a number of roles, functioning in a variety of settings and experiencing many events, learning in this area

emphasizes the understanding of the roles, settings and events which interrelate to form their life careers. It is important that these learnings are not based on stereotypes, but that individuals know how to gather and assimilate accurate, useful information that pertains to their roles, settings and events.

Goals:

A. Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.

B. Students will develop and incorporate the ability to compile and integrate information for use in their lives.

C. Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Rights and Responsibilities. Each of the contemporary life roles has certain rights and responsibilities that individuals must deal with. This content area attends to a person's moral rights and responsibilities as well as legal rights and responsibilities.

Goals:

A. Students will develop and incorporate an understanding of the rights and responsibilities of family members.

B. Students will develop and incorporate an understanding of the rights and responsibilities of the learner.

C. Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.

D. Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.

E. Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Valuing and Decision Making. Mastery of decision-making skills and the application of these skills to life career planning are central learnings within this area. A preliminary task to effective decision making is the clarification of personal values. The degree of congruence between what individuals value and the outcomes of decisions individuals make contribute to personal satisfaction.

Goals:

A. Students will develop and incorporate an understanding of how values affect their lives.

B. Students will develop and incorporate an understanding of the decision making process.

C. Students will develop and incorporate the ability to implement the decision making process and to understand the effects of past decisions on their present decisions.

Achievement Motivation. This content area encourages individuals to develop a commitment to planning, preparation, accomplishment and evaluation; an ability to defer short term gratification for long term goals; and an ability to choose among a multiplicity of educational and occupational options.

Goals:

A. Students will develop and incorporate skill in planning and setting goals.

B. Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.

Problem Solving. For individuals to feel self-satisfaction in the different areas of their lives, they must know how to deal with their problems, when and where to seek help and their limitations and abilities to help themselves and others. This content area focuses on

such knowledge, understanding and skill as well as creating in individuals a willingness to be flexible when adaptability or change is demanded of them.

Goals:

A. Students will develop and incorporate an understanding of the problem solving process and how they may implement the process to help themselves and others.

B. Students will develop and incorporate the ability to anticipate and cope with change.

COMPETENCY-BASED GUIDANCE CURRICULUM

Content Areas: Roles and Goals

Contemporary Life Roles / Guidance Content	Individual	Learner	Citizen	Consumer	Producer
SELF UNDER-STANDING	Personal Care Skills				
	Unique characteristics, interests and capabilities				
	Control of self and environment				
INTER-PERSONAL RELATIONS	Communication skills				
	Family relationships				
	Friendship relationships				
	Reciprocal behavior				
EXPRESSING IDEAS	Methods of expression				
	Assertiveness of self expression				
GATHERING AND PROCESSING INFORMATION	Relationship between life style, roles, settings and events				
	Compiling and integrating information				
	Effects of information on stereotypes				

Contemporary Life Roles / Guidance Content	Individual	Learner	Citizen	Consumer	Producer
RIGHTS AND RESPONSIBILITIES	Family rights and responsibilities	Learner rights and responsibilities	Citizen rights and responsibilities	Consumer rights and responsibilities	Producer rights and responsibilities
VALUING AND DECISION MAKING	Clarifying Values				
	Decision making process				
	Making decisions in daily life				
ACHIEVEMENT MOTIVATION	Planning and goal setting				
	Analyzing, accomplishing and evaluating				
PROBLEM SOLVING	Process of helping self and others				
	Flexibility and change				

COMPETENCY-BASED GUIDANCE CURRICULUM

Model Summary

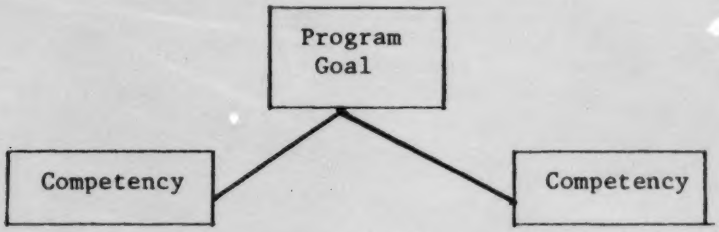
1. Contemporary Life Role Skills - Five (5)
2. Guidance Content Areas - Eight (8)
3. Curriculum Goals - Twenty-four (24)

GOALS, OBJECTIVES AND COMPETENCIES

This is an overview of the relationship between the goals, developmental objectives and competencies. Use this for your information and review.

The second detail level of the guidance curriculum is expressed in the form of *competencies*. Each of the previously mentioned twenty-four goals has been divided into thirteen competency statements: one for each grade level, kindergarten through twelfth grade. The competencies represent both different elements of the goal and different developmental steps necessary for goal attainment. The following diagram illustrates this relationship:

Content Area/Contemporary Life Role(s)



The competencies at each grade level are part of the continuous progress toward goal attainment. Developmental objectives were created to summarize and monitor progress toward goal attainment. These developmental objectives were based on the taxonomy developed by Wellman and Moore (1975). Following is an example from the Self-Understanding content area; Goal A, which demonstrates the relationship between developmental objectives and competencies:

Content Area: Self-Understanding

Goal: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Developmental Objective: Students will be aware of personal care skills necessary for satisfactory physical and mental health.

Kindergarten Competency: Students will describe ways they care for themselves.

First Grade Competency: Students will describe ways they care for their physical health.

Developmental Objective: Students will demonstrate personal care skills that will lead to satisfactory physical and mental health.

Seventh Grade Competency: Students will distinguish between things helpful and things harmful to physical health.

Eighth Grade Competency: Students will distinguish between things helpful and things harmful to mental health.

Developmental Objective: Students will demonstrate satisfactory physical and mental health.

Tenth Grade Competency: Students will specify symptoms and warning signs of too much stress and tension.

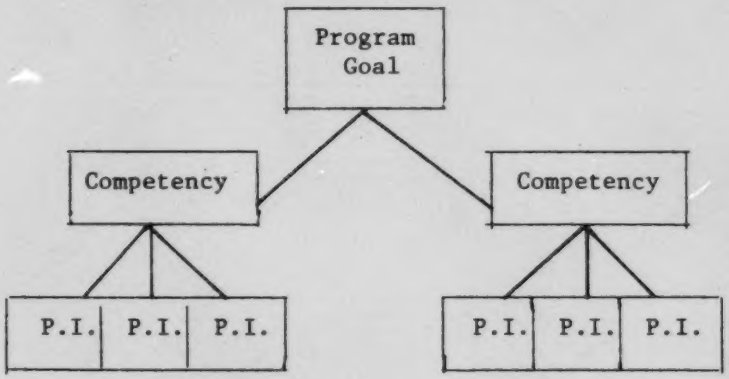
Eleventh Grade Competency: Students will effectively reduce their stress during tension-producing situations.

COMPETENCIES AND PERFORMANCE INDICATORS

This is an overview of the relationship between the grade level competencies and performance indicators. Use this for your information and review.

Competency achievement is verified by identifying specific behaviors that students perform relative to competency development. In this curriculum these specific behaviors have been termed *performance indicators*. Three performance indicators have been suggested for the majority of the competencies . The diagram below illustrates this relationship:

Content Area/Contemporary Life Role(s)



Only recently have guidance competencies been identified and analyzed in sufficient detail to allow us to use this evaluation process. Therefore, the level of performance must be established for each guidance curriculum competency. The standards may be quite arbitrary at first until experience provides school districts with sufficient data to base their expectations. The interaction effects between program interventions and evaluation feed back could be extensive and would make what normative data we do have look somewhat depressed. Our expectations for each developmental level would increase as students experience the cumulative effect of a guidance curriculum.

A Comprehensive Guidance Curriculum

Grade Level Organization

Kindergarten-Grade 12

AREAS, GOALS AND COMPETENCIES

TASK DIRECTIONS

Following are all of the Areas, Goals and Competencies for Grades K-12. This handout will be used periodically throughout the workshop.

HANDOUT #5

DEVELOPMENTAL FLOW OF GRADE LEVELS

Content Areas	Goals	Perceptualization Developmental Objectives	Conceptualization Developmental Objectives	Generalization Developmental Objectives
I. Self Understanding	A	K-1-2-3-4-5-6	7-8-9	10-11-12
	B	K-1-2-3-4	5-6-7-8-9-10	11-12
	C	K-1-2-3-4	5-6-7-8-9	10-11-12
II. Interpersonal Relations	A	K-1-2-3	4-5-6-7-8-9-10	11-12
	B	K-1-2-3-4-5	6-7-8-9-10	11-12
	C	K-1-2-3-4	5-6-7-8-9-10	11-12
	D	K-1-2-3	4-5-6-7-8-9-10-11	12
III. Expressing Ideas	A	K-1-2-3-4-5	6-7-8-9-10-11	12
	B	K-1-2-3-4	5-6-7-8-9-10	11-12
IV. Gathering and Processing Information	A	K-1-2-3-4-5	6-7-8-9-10	11-12
	B	K-1-2-3-4-5	6-7-8-9-10	11-12
	C	K-1-2-3-4-5	6-7-8-9-10	11-12
V. Rights and Responsibilities	A	K-1-2-3-4-5-6	7-8-9-10-11	12
	B	K-1-2-3-4-5-6	7-8-9	10-11-12
	C	K-1-2-3-4-5-6	7-8-9-10	11-12
	D	K-1-2-3-4-5-6	7-8-9-10	11-12
	E	K-1-2-3-4-5	6-7-8-9-10	11-12
VI. Valuing and Decision-Making	A	K-1-2-3-4-5-6	7-8-9-10	11-12
	B	K-1-2-3-4	5-6-7-8-9-10-11	12
	C	K-1-2-3-4	5-6-7-8-9-10	11-12
VII. Achievement and Motivation	A	K-1-2-3-4-5	6-7-8-9-10	11-12
	B	K-1-2-3-4-5-6-7	8-9-10	11-12
VIII. Problem-Solving	A	K-1-2-3-4-5	6-7-8-9-10	11-12
	B	K-1-2-3-4	5-6-7-8-9-10	11-12

A DEVELOPMENTAL FRAMEWORK
INDIVIDUAL MODEL

I. Self Understanding

A. Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

1. Students will be aware of personal care skills necessary for satisfactory physical and mental health. (Perceptualization)

Students will:
a. describe ways they care for themselves. (Kindergarten)
b. describe how they care for their physical health. (1st grade)
c. describe how they care for their mental health. (2nd grade)
d. describe how exercise and nutrition affect their mental health. (3rd grade)
e. recognize that they are important to themselves and others. (4th grade)
f. determine those situations in which they feel unhappy or angry and how they deal with those feelings. (5th grade)
g. understand what "stress" means and will describe methods of relaxation for handling stress. (6th grade)

2. Students will demonstrate personal care skills that will lead to satisfactory physical and mental health. (Conceptualization)

Students will:
a. distinguish between things helpful and things harmful to physical health. (7th grade)
b. distinguish between things helpful and things harmful to mental health. (8th grade)
c. indicate the effects their leisure time activities have on their physical and mental health. (9th grade)

3. Students will demonstrate satisfactory physical and mental health. (Generalization)

Students will:
a. specify symptoms and warning signs of too much stress and tension. (10th grade)
b. effectively reduce their stress during tension-producing situations. (11th grade)

c. analyze their own personal skills that have contributed to satisfactory physical and mental health. (12th grade)

B. Students will develop and incorporate an understanding of the uniqueness of themselves and others.

1. Students will be aware of the unique characteristics, interests and capabilities of themselves and others. (Perceptualization)

Students will:

a. describe their appearance and their favorite activities. (Kindergarten)
b. recognize how others differ from themselves. (1st grade)
c. recognize activities that interest them and those that do not. (2nd grade)
d. realize that environment influences interests and capabilities. (3rd grade)
e. indicate that all people are different and that they have different skills and abilities. (4th grade)

2. Students will demonstrate an understanding of the importance of uniqueness in themselves and others. (Conceptualization)

Students will:

a. specify those personal characteristics and abilities that they value in themselves and others. (5th grade)
b. compare their characteristics and abilities with others and will accept the differences. (6th grade)
c. analyze how their characteristics and abilities can be expanded. (7th grade)
d. analyze how personal characteristics, abilities and interests relate to job fields. (8th grade)
e. define their unique values, interests and capabilities. (9th grade)
f. analyze how characteristics and abilities develop. (10th grade)

3. Students will appreciate and encourage the uniqueness of themselves and others. (Generalization)

Students will:

a. specify which characteristics and abilities they appreciate most in themselves and others.
b. appreciate their uniqueness and encourage that uniqueness. (12th grade)

C. Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

1. Students will be aware that they can have control over themselves and their environment. (Perceptualization)

   Students will:
   a. describe areas where they are self-sufficient. (Kindergarten)
   b. describe responsibilities they have in their environment. (1st grade)
   c. give such examples of their environment as their address and the way from school to home. (2nd grade)
   d. describe situations where they have some control over themselves. (3rd grade)
   e. recognize situations where they have some control over their environment. (4th grade)

2. Students will demonstrate an understanding of the importance of being able to manage themselves and their environment. (Conceptualization)

   Students will:
   a. analyze how growing up requires more self-control. (5th grade)
   b. understand how they can control desires rather than allow desires to control them. (6th grade)
   c. evaluate the relationship between mass media and self-control. (7th grade)
   d. analyze how the determination of problem ownership helps them to better manage themselves and their environment. (8th grade)
   e. evaluate how responsibility helps them manage their lives. (9th grade)

3. Students will effectively manage themselves and their environment. (Generalization)

   Students will:
   a. show how they manage their environment. (10th grade)
   b. assess how avoiding responsibility hinders their ability to manage themselves and their environment effectively. (11th grade)
   c. assess how taking responsibility enhances their lives. (12th grade)

II. Interpersonal Relations

A. Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.

1. Students will be aware of listening and speaking skills which allow them to communicate in their daily lives. (Perceptualization)

Students will:

a. recognize that they listen to and speak with a variety of people. (Kindergarten)
b. describe those methods that enable them to speak so they can be understood by others. (1st grade)
c. describe those listening and speaking skills that allow them to understand others and others to understand them. (2nd grade)
d. describe ways in which we communicate non-verbally to others. (3rd grade)

2. Students will demonstrate a growing ability to use listening and speaking skills which allow them to communicate in their daily lives. (Conceptualization)

Students will:

a. listen to and speak with both friends and others who are not close friends. (4th grade)
b. recognize when they and others feel proud of their accomplishments and exhibit acknowledgement of that pride. (5th grade)
c. discuss how communications skills improve their relationships with others. (6th grade)
d. explain how communications skills contribute toward work within a group. (7th grade)
e. analyze effective public speaking methods and skills. (8th grade)
f. communicate appreciation when others successfully complete a difficult task. (9th grade)
g. communicate their understanding of what another person has said. (10th grade)

3. Students will effectively use listening and speaking skills which allow them to communicate in their daily lives. (Generalization)

Students will:

a. explain that the way they communicate a thought or idea influences others' reactions to that thought or idea. (11th grade)
b. evaluate their current communications skills and will continually improve those skills. (12th grade)

B. Students will develop and incorporate skills that encourage and enhance relationships with their families.

1. Students will be aware of family life and relationships. (Perceptualization)

   Students will:
   a. recognize their family relationships. (Kindergarten)
   b. describe the roles of each family member. (1st grade)
   c. describe activities they participate in as a family. (2nd grade)
   d. define what "family" means. (3rd grade)
   e. describe the benefits of family cooperation. (4th grade)
   f. describe their relationships with family members. (5th grade)

2. Students will demonstrate a growing ability to understand, encourage and enhance their family relationships. (Conceptualization)

   Students will:
   a. recognize situations that cause change in family relationships and describe ways to deal effectively with the new relationships. (6th grade)
   b. analyze the importance of effective family relationships and the beliefs and skills that contribute toward those relationships. (7th grade)
   c. describe a family meeting and explain how it can be helpful in establishing effective family relations. (8th grade)
   d. describe how the concept of family constellations might apply to them. (9th grade)
   e. describe families that are different from their own and predict how they might feel in that set of relationships. (10th grade)

3. Students will effectively use those skills that encourage and enhance relationships with their families. (Generalization)

   Students will:
   a. assess their current family relationships and evaluate their effectiveness. (11th grade)
   b. predict the type of families they might have in the future and how they might develop skills to relate effectively within those settings. (12th grade)

C. Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

1. Students will be aware of their relationships with peers and adults. (Perceptualization)

Students will:

a. describe their work and play relationships with others. (Kindergarten)
b. describe characteristics they like in a friend and be aware of their personality characteristics that make up friendship qualities. (1st grade)
c. describe the process of making a friend. (2nd grade)
d. describe the process of making and keeping a friend. (3rd grade)
e. describe how people depend on each other to fulfill their needs. (4th grade)

2. Students will demonstrate a growing ability to create and maintain effective relationships with peers and adults. (Conceptualization)

Students will:

a. indicate methods that lead to effective cooperation with children and adults. (5th grade)
b. recognize the results of cooperativeness and the results of competitiveness. (6th grade)
c. evaluate those behaviors that help or hinder group cooperation and effectiveness. (7th grade)
d. evaluate the importance of friendships with peers and adults. (8th grade)
e. evaluate the importance and effects of group friendships. (9th grade)
f. analyze the differences and similarities between cooperation and competition. (10th grade)

3. Students will maintain effective relationships with peers and adults. (Generalization)

Students will:

a. evaluate the effectiveness of their own friendship skills. (11th grade)
b. recognize the value of maintaining effective friendships throughout life in today's interdependent society. (12th grade)

D. Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

1. Students will be aware that the actions of one person affects the actions of others. (Perceptualization)

Students will:

a. recognize various interpersonal relationships in their lives. (Kindergarten)
b. recognize that they affect things and others around them. (1st grade)

c. describe how the actions of others affect their own behavior. (2nd grade)
d. recognize the actions they take that affect others' feelings. (3rd grade)

2. Students will demonstrate an understanding of the importance of the concept of reciprocal behavior and how it affects them and others. (Conceptualization)

Students will:
a. explain how what they say affects others' actions and how what others say affects their actions. (4th grade)
b. compare the results of their behavior upon others of different ages. (5th grade)
c. describe ways peers and adults interact. (6th grade)
d. evaluate ways peers and adults interact with each other in relation to the goals of behavior. (7th grade)
e. describe situations where their behaviors affect others' behavior toward them. (8th grade)
f. describe ways they can act to provoke a desired behavior in another person. (9th grade)
g. explore ways that the environment shapes or controls their behavior and how they respond to those in the environment who are shaping their behaviors. (10th grade)
h. analyze the cycle of consequences that might occur as the result of unacceptable behavior. (11th grade)

3. Students will understand reciprocal behavior and how actions have effects on others. (Generalization)

Students will:
a. evaluate their behavior toward others and decide which are effective in interpersonal relationships and which need improvement. (12th grade)

III. Expressing Ideas

A. Students will develop and incorporate an understanding of the various methods of expression in their daily lives.

1. Students will be aware of methods of expression in their daily lives. (Perceptualization)

Students will:
a. recognize different expressions for various feelings. (Kindergarten)
b. describe different ways they express their own feelings. (1st grade)
c. determine the appropriate situations for expressing different feelings. (2nd grade)

d. describe ways others express thoughts and feelings to them. (3rd grade)
e. describe what constitutes an opinion, a belief and a fact. (4th grade)
f. discuss that all people have opinions and beliefs. (5th grade)

2. Students will demonstrate a growing ability to use various methods of expression in their daily lives. (Conceptualization)

Student will:
a. describe the various methods of expressing opinions and beliefs. (6th grade)
b. demonstrate skills necessary to express their opinions and beliefs in written form. (7th grade)
c. examine their own methods of expressing opinions and beliefs. (8th grade)
d. analyze situations when a written expression of opinions and beliefs is an effective means of influencing others. (9th grade)
e. analyze how to use skills of expression in a variety of settings. (10th grade)
f. understand the relationship between self respect and respect for others' opinions in group situations. (11th grade)

3. Students will effectively express themselves in their daily lives. (Generalization)

Students will:
a. evaluate the effectiveness of their own methods of expression in their daily lives. (12th grade)

B. Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

1. Students will be aware of the strength of their feelings and ideas and how they express those feelings and ideas. (Perceptualization)

Students will:
a. recognize situations when the desire to have their own way and situations when others feel they must have their way. (Kindergarten)
b. recognize that the way they feel about something may be the same or different from how others feel. (1st grade)
c. describe ways to express opinions so that they are understood by others. (2nd grade)
d. describe opinions that they feel strongly about. (3rd grade)

e. discuss and differentiate the definitions of assertiveness, aggressiveness and non-assertiveness. (4th grade)

2. Students will demonstrate an understanding of appropriate assertive behavior, its effects and its benefits. (Conceptualization)

Students will:
a. determine the appropriate use of assertive behavior in individual and group situations and predict some consequences of that assertive behavior. (5th grade)
b. develop relaxation techniques to prepare themselves for situations requiring assertive behavior. (6th grade)
c. describe some of the emotional blocks to assertive behavior. (7th grade)
d. describe non-assertive and aggressive behaviors and the problems produced by these behaviors. (8th grade)
e. analyze the four types of assertiveness styles. (9th grade)
f. assess the needs they have in asserting themselves. (10th grade)

3. Students will assertively and appropriately express themselves in their daily lives. (Generalization)

Students will:
a. determine the losses and gains possible from using assertive behavior in various situations and decide if the risks and consequences warrant that system of behavior. (11th grade)
b. evaluate the effectiveness of their assertive behavior. (12th grade)

IV. Gathering and Processing Information

A. Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.

1. Students will be aware of life styles, life roles, settings and events. (Perceptualization)

Students will:
a. describe their daily activities at home. (Kindergarten)
b. describe their daily activities at school. (1st grade)
c. describe necessary daily activities that are carried out by others. (2nd grade)
d. recognize that people have varying roles and will describe their own roles. (3rd grade)

e. understand what important events affect the lives of self and others. (4th grade)
f. recognize what a life style is and what influences their own life style. (5th grade)

2. Students will acknowledge the interactive effects of life styles, life roles, settings and events in their lives. (Conceptualization)

Students will:
a. analyze ways they have control over themselves and their lifestyles. (6th grade)
b. evaluate their feelings in a variety of settings. (7th grade)
c. predict their feelings in a variety of potential settings. (8th grade)
d. analyze how life roles, settings and events determine preferred life styles. (9th grade)
e. compare how life styles differ depending on life roles, settings and events. (10th grade)

3. Students will understand the interactive effects of life styles, life roles, settings and events. (Generalization)

Students will·
a. determine how life roles, settings and events have influenced their present life styles. (11th grade)
b. assess the interactive effects of life roles, settings and events and how these lead to a preferred life style. (12th grade)

B. Students will develop and incorporate the ability to compile and integrate information for use in their lives.

1. Students will be aware of the availability of information and how it is compiled and integrated (Perceptualization)

Students will:
a. describe those things they learn at home. (Kindergarten)
b. describe those things they learn at school. (1st grade)
c. relate learning experiences at school to situations in the home. (2nd grade)
d. describe those things they learn in the community as citizens and consumers. (3rd grade)
e. describe how workers learn from their jobs. (4th grade)
f. explore the various ways information is compiled so people can use it. (5th grade)

2. Students will demonstrate the development of skills in compiling and integrating information for use in their lives. (Conceptualization)

   Students will:
   a. analyze their own skills in compiling and integrating information.(6th grade)
   b. relate their learning at school to their leisure activities. (7th grade)
   c. relate their learning at school to their activities in the community as citizens and consumers. (8th grade)
   d. relate their learning and study skills to their work activities. (9th grade)
   e. predict how they will use knowledge from school in future life and work experiences. (10th grade)

3. Students will compile and integrate information for use in their lives. (Generalization)

   Students will:
   a. discuss how the compiling and integrating of information occurs throughout life. (11th grade)
   b. evaluate their methods of compiling and integrating information and explore future methods of compiling information. (12th grade)

C. Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

1. Students will be aware of stereotypes and some of their effects. (Perceptualization)

   Students will:
   a. mentally project adults into work activities other than those they do presently. (Kindergarten)
   b. distinguish which activities in their environment are done by certain people. (1st grade)
   c. define the meaning of stereotype. (2nd grade)
   d. describe stereotypes that correspond to certain jobs. (3rd grade)
   e. describe a variety of stereotypes and indicate ways that stereotypes affect them. (4th grade)
   f. indicate reasons why stereotypes are attached to jobs and groups. (5th grade)

2. Students will demonstrate a growing understanding of stereotypes and the effects of information on stereotypes. (Conceptualization)

   Students will:
   a. evaluate the ways certain groups (men, women, minorities, etc.) are stereotyped. (6th grade)

b. analyze the effects information can have on stereotypes. (7th grade)
c. describe occupations that have stereotypes existing for them and will analyze how those stereotypes are reinforced. (8th grade)
d. analyze stereotypes that exist for them and how those stereotypes limit their choices. (9th grade)
e. analyze stereotypes held by others and how those stereotypes can limit choices. (10th grade)

3. Students will understand stereotypes in their lives and environment and the effects of information on those stereotypes. (Generalization)

Students will:
a. evaluate the effects additional experience and information have had on those stereotypes in their lives. (11th grade)
b. evaluate their stereotypes and explain those they have changed. (12th grade)

V. Rights and Responsibilities

A. Students will develop and incorporate an understanding of the rights and responsibilities of family members.

1. Students will be aware of families and that family members have rights and responsibilities. (Perceptualization)

Students will:
a. describe what makes up a family. (Kindergarten)
b. recognize that there are families around the world. (1st grade)
c. understand that all family members contribute toward family life. (2nd grade)
d. recognize that there are different kinds of families. (3rd grade)
e. recognize that both parents and children have responsibilites. (4th grade)
f. recognize that both parents and children have rights as well as responsibilities. (5th grade)
g. describe the legal rights and responsibilities of family members. (6th grade)

2. Students will demonstrate a growing understanding of the rights and responsibilities of family members and the interrelationships of those rights and responsibilities. (Conceptualization)

Students will:
a. describe the importance and benefits of understanding their family rights and responsibilities. (7th grade)

b. compare and contrast the responsibilities of all family members. (8th grade)
c. compare and contrast the rights of all family members. (9th grade)
d. describe the interrelationship between family rights and the family responsibilities. (10th grade)
e. describe the results when responsibilities are not met by parents and children. (11th grade)

3. Students will understand and exemplify the rights and responsibilities of family members. (Generalization)

Students will:
a. examine their own taking of responsibility within the family and its effects on self and others. (12th grade)

B. Students will develop and incorporate an understanding of the the rights and responsibilities of the learner.

1. Students will be aware of what constitutes learning and that learners have rights and responsibilities. (Perceptualization)

Student will:
a. describe what learning is and how they are learners. (Kindergarten)
b. recognize that learning occurs at all ages. (1st grade)
c. describe where they learn. (2nd grade)
d. describe the basic methods of learning. (3rd grade)
e. identify the learning process. (4th grade)
f. describe the responsibilities involved for a learner. (5th grade)
g. describe the rights involved for a learner. (6th grade)

2. Students will demonstrate an understanding that school is a learning environment where skills can be developed for meeting learner responsibilities. (Conceptualization)

Students will:
a. analyze the school as a learning environment and describe its effects on them. (7th grade)
b. describe their personal learning and study skills as a means of meeting learner responsibilities. (8th grade)
c. analyze how their academic and study skills form systems which apply to the learning of different subjects. (9th grade)

3. Students will understand and exemplify the rights and responsibilities of learners. (Generalization)

   Students will:
   a. evaluate personal academic and study skills and explain how they can be improved. (10th grade)
   b. examine their taking of responsibility in their roles as learners. (11th grade)
   c. evaluate how they continue to be learners and how they utilize the knowledge of their rights and responsibilities as learners. (12th grade)

C. Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.

   1. Students will be aware of citizenship and that citizens have rights and responsibilities. (Perceptualization)

      Students will:
      a. describe those rules they follow at home and school and why those rules are necessary. (Kindergarten)
      b. recognize the town, state and country in which they reside. (1st grade)
      c. describe what a citizen is and how persons become citizens. (2nd grade)
      d. describe reasons why a country needs laws and government. (3rd grade)
      e. recognize basic rights and responsibilities that affect their lives as U.S. citizens. (4th grade)
      f. recognize that citizens are required to pay taxes to support city, state and national governments. (5th grade)
      g. describe how the government uses tax money. (6th grade)

   2. Students will demonstrate a growing understanding of the rights and responsibilities associated with the different aspects of citizenship. (Conceptualization)

      Students will:
      a. describe the legal rights and responsibilities they have as citizens of their towns and state. (7th grade)
      b. describe the legal rights and responsibilities they have as U.S. citizens. (8th grade)
      c. evaluate the purposes of taxes and how they support the government. (9th grade)
      d. describe their rights and responsibilities as world citizens. (10th grade)

3. Students will understand and exemplify the rights and responsibilities of the citizen. (Generalization)

   Students will:
   a. explain the interactive effects of citizen rights and citizen responsibilities. (11th grade)
   b. evaluate their taking of responsibility as citizens of their towns, state and country. (12th grade)

D. Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.

1. Students will be aware of consumerism and those skills which support the rights and responsibilities of the consumer. (Perceptualization)

   Students will:
   a. describe the appropriate place of purchase for various items. (Kindergarten)
   b. understand why people use money in our economic system. (1st grade)
   c. understand what a consumer is and how they are consumers. (2nd grade)
   d. describe how to use money correctly when paying for something. (3rd grade)
   e. discuss why the ability to determine need or priority is a significant consumer skill. (4th grade)
   f. discuss why the ability to compare and to determine quality are important skills for consumers. (5th grade)
   g. discuss the influence that advertising has on consumers. (6th grade)

2. Students will demonstrate a growing understanding of consumer rights and responsibilities and the application of those rights and responsibilities. (Conceptualization)

   Students will:
   a. analyze their families' spending patterns. (7th grade)
   b. determine those abilities which comprise an effective consumer. (8th grade)
   c. compare and contrast varying consumer habits in other countries. (9th grade)
   d. describe the legal rights and responsibilities of consumers. (10th grade)

3. Students will understand and exemplify the rights and responsibilities of the consumer. (Generalization)

   Students will:
   a. evaluate their roles as consumers. (11th grade)

b. analyze how they, as consumers, help to support our economic system. (12th grade)

E. Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

1. Students will be aware of what a producer is and that producers have rights and responsibilities. (Perceptualization)

Students will:
a. describe the work activities of family members. (Kindergarten)
b. describe different work activities and their importance. (1st grade)
c. define "work" and recognize that all people work. (2nd grade)
d. recognize that a producer can have many different roles. (3rd grade)
e. recognize how they depend on different producers. (4th grade)
f. realize that producers obtain reward for their work. (5th grade)

2. Students will demonstrate a growing understanding of the rights and responsibilities of the producer. (Conceptualization)

Students will:
a. analyze the relationship between interests and producer-satisfaction. (6th grade)
b. describe general rights and responsibilities of producers. (7th grade)
c. analyze how producers may have to cooperate with each other to accomplish a large or difficult task. (8th grade)
d. describe their present taking of responsibility and enjoyment of producer rights. (9th grade)
e. describe the legal rights and responsibilities of producers. (10th grade)

3. Students will understand and exemplify producer rights and responsibilities. (Generalization)

Students will:
a. evaluate the importance of having laws and contracts to protect producers. (11th grade)
b. speculate what their rights and responsibilities might be as producers in the future. (12th grade)

VI. Valuing and Decision-Making

A. Students will develop and incorporate an understanding of how values affect their lives.

1. Students will be aware of values and their effects. (Perceptualization)

Students will:

a. describe people and activities they enjoy. (Kindergarten)
b. describe a variety of things that are important to them. (1st grade)
c. recognize that what is important to them may not be important to others. (2nd grade)
d. describe how what is important to others influences what is important to them. (3rd grade)
e. define "values" and describe their own values. (4th grade)
f. describe how their values influence what they do. (5th grade)
g. define "attitudes" and "beliefs" and describe the effects attitudes and beliefs have on their decisions and goals. (6th grade)

2. Students will demonstrate a growing understanding of the values of themselves and others and the effects of those values. (Conceptualization)

Students will:

a. compare and contrast others' values. (7th grade)
b. analyze the effects of people having different beliefs and values. (8th grade)
c. describe and prioritize their values. (9th grade)
d. predict how their values will influence their life styles. (10th grade)

3. Students will understand how values affect their lives. (Generalization)

Students will:

a. analyze how values affect their decisions and actions in their various life roles. (11th grade)
b. summarize the importance of understanding their attitudes and values and how those attitudes and values affect their lives. (12th grade)

B. Students will develop and incorporate an understanding of the decision-making process.

1. Students will be aware of decisions and the decision-making process. (Perceptualization)

Students will:

a. describe choices they make. (Kindergarten)
b. recognize that everyone has to make choices. (1st grade)
c. describe those things they have learned which aid in making choices. (2nd grade)
d. describe their thought processes before a decision is made. (3rd grade)
e. describe the decision-making process. (4th grade)

2. Students will demonstrate a growing understanding of the steps involved in the decision-making process. (Conceptualization)

Students will:

a. describe the necessity of specifically identifying the decision to be made. (5th grade)
b. discuss how gaining more information increases their alternatives. (6th grade)
c. describe the importance of examining their values and opinions when making a decision. (7th grade)
d. analyze the importance of the concepts of generating alternatives and assessing the consequences and risks of each before making a decision. (8th grade)
e. describe the importance of reviewing the consequences of similar past deicisons before making their final choice in the decision-making process. (9th grade)
f. analyze the decision-making process used by others. (10th grade)
g. evaluate the results when a systematic decision-making process is not used. (11th grade)

3. Students will understand the decision-making process and how it can be used effectively. (Generalization)

Students will:

a. analyze how the decision-making process can be used effectively by themselves and others. (12th grade)

C. Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.

1. Students will be aware of making decisions and how their lives are influenced by decisions. (Perceptualization)

Students will:

a. describe decisions they make by themselves. (Kindergarten)
b. recognize which decisions are difficult for them. (1st grade)
c. recognize why some choices are made for them; they can accept those choices and make their own decisions when appropriate. (2nd grade)

d. describe why they might want to change a decision and recognize when it is or is not possible to make that change. (3rd grade)
e. describe how their lives have been influenced by decisions they and others have made. (4th grade)

2. Students will demonstrate a growing ability to implement the decision-making process and to examine the effects of decisions. (Conceptualization)

Students will:
a. identify a major decision to be made and determine the smaller decisions required as part of the larger decision. (5th grade)
b. generate and increase the alternatives to a specific decision by gaining more information about that decision. (6th grade)
c. describe decisions they have made that were based on their values and opinions. (7th grade)
d. consider the consequences and risks involved for various alternatives to a specific decision. (8th grade)
e. identify past decisions and analyze how those decisions affect their present decisions and will affect their future decisions. (9th grade)
f. analyze the consequences of decisions that others make. (10th grade)

3. Students will implement the decision-making process and understand the effects of past decisions on their present decisions. (Generalization)

Students will:
a. provide examples and evaluate their present ability to generate alternatives, gather information and assess the consequences in the decisions they make. (11th grade)
b. implement the decision-making process when making decisions in their various life roles. (12th grade)

VII. Achievement Motivation

A. Students will develop and incorporate skill in planning and setting goals.

1. Students will be aware of the planning process and goals they have achieved. (Perceptualization)

Students will:
a. describe what job they desire to do when they "grow up." (Kindergarten)
b. recognize that there are different ways for getting tasks accomplished. (1st grade)

c. describe a work activity they have to do and the way they get that activity done. (2nd grade)
d. describe the trial-and-error approach to a task. (3rd grade)
e. describe the planning process and compare it to the trial-and-error approach. (4th grade)
f. define the meaning of "goal" and describe some goals they have achieved. (5th grade)

2. Students will demonstrate an understanding of the skills involved in planning and setting goals. (Conceptualization)

Students will:
a. predict five goals they would like to achieve within five years. (6th grade)
b. describe ways they have seen others use planning, the trial-and-error approach and goal-setting. (7th grade)
c. contrast goals they desire to complete with goals they expect to complete. (8th grade)
d. evaluate the importance of setting realistic goals and striving toward them. (9th grade)
e. analyze how planning the use of their time contributes toward their effectiveness in their life roles. (10th grade)

3. Students will demonstrate skill in effectively planning and setting goals. (Generalization)

Students will:

a. evaluate their ability to set goals and their use of the planning process in helping to achieve those goals. (11th grade)
b. assess their ability to achieve past goals and integrate this knowledge for the future. (12th grade)

B. Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.

1. Students will be aware of the steps involved in analyzing, accomplishing and evaluating tasks. (Perceptualization)

Students will:
a. describe tasks they can accomplish at home. (Kindergarten)
b. describe tasks they can accomplish at school. (1st Grade)
c. describe tasks that are carried out by self and others and the purposes of those tasks. (2nd grade)
d. describe ways they judge if they have satisfactorily accomplished their tasks. (3rd grade)

e. describe steps they follow in producing a product or task they take pride in. (4th grade)
f. describe task analysis and how it contributes toward task accomplishment. (5th grade)
g. describe methods of evaluating progress and how they contribute toward task accomplishment. (6th grade)
h. describe methods and effects of evaluating achievement. (7th grade)

2. Students will demonstrate a growing ability to analyze, accomplish and evaluate tasks. (Conceptualization)

Students will:
a. examine the process and sequence of task accomplishment. (8th grade)
b. analyze a specific task they wish to accomplish. (9th grade)
c. use a variety of methods to evaluate progress and achievement of a specific task. (10th grade)

3. Students will analyze, accomplish and evaluate tasks. (Generalization)

Students will:
a. assess their present ability to analyze, accomplish and evaluate tasks. (11th grade)
b. predict how task analysis and evaluation may apply to their achievement of future goals. (12th grade)

VIII. Problem-Solving

A. Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.

1. Students will be aware of times when help is needed and of methods and resources available for helping themselves and others. (Perceptualization)

Students will:
a. describe situations when others do not communicate the same way they do. (Kindergarten)
b. describe ways they communicate empathy and understanding to others. (1st grade)
c. describe situations in which they need help from others. (2nd grade)
d. describe those activities in which others need their help. (3rd grade)
e. discuss various methods of relieving stress associated with problems. (4th grade)
f. describe resources that are available to help solve problems. (5th grade)

2. Students will demonstrate an understanding of the problem-solving process and how it can be applied. (Conceptualization)

   Students will:
   a. analyze when to ask for help. (6th grade)
   b. explore the problem-solving process and how listening and talking help to solve problems. (7th grade)
   c. evaluate their limitations in helping others and themselves. (8th grade)
   d. use communications skills to help others. (9th grade)
   e. predict methods they may use in caring for medical emergencies. (10th grade)

3. Students will implement the problem-solving process to help themselves and others. (Generalization)

   Students will:
   a. analyze how their communications skills encourage problem solving. (11th grade)
   b. use appropriate resources to help themselves and others. (12th grade)

B. Students will develop and incorporate the ability to anticipate and cope with change.

1. Students will be aware of the future and their ability to change. (Perceptualization)

   Students will:
   a. describe situations that are going to happen in the future. (Kindergarten)
   b. realize how they have changed during the past year. (1st grade)
   c. define what "future" means and describe situations they desire to happen in the future. (2nd grade)
   d. describe how life roles have changed and will change as they grow older. (3rd grade)
   e. describe how interests and capabilities can change. (4th grade)

2. Students will demonstrate a growing ability to anticipate and cope with change. (Conceptualization)

   Students will:
   a. imagine what their lives might be like in the future. (5th grade)
   b. predict what the world will be like in twenty years. (6th grade)
   c. predict ways in which some present careers may be different in the future. (7th grade)

d. predict how they may have to change to fit into a career in the future. (8th grade)
e. analyze how their values, interests and capabilities have changed and are changing. (9th grade)
f. predict some of the concerns they may have as they get older. (10th grade)

3. Students will effectively anticipate and cope with change. (Generalization)

Students will:
a. evaluate the need for flexibility in their roles and choices. (11th grade)
b. analyze how concerns change as situations and roles change. (12th grade)

Activity 2: "What's (Already) Happening"

Objective: Participants will list activities they are currently doing to meet specific competencies.

Preparation: Ask participants to read the task directions on participant Worksheet 3 (next page). Instruct the group to then refer to Handout #5 and read the Area of Self-Understanding and Goals A, B & C. After everyone has read these, ask the participants to individually list the competencies for their grade level or subject area. Next, determine what activities currently in their classrooms/schools could meet the competencies and finally where in the curriculum the activity is found (social studies, math, reading, advisement, etc.). After the participants have individually filled out the worksheets, ask them to share within their small grade level group adding to their worksheets as needed. Returning to a large group, ask each group to report whether they found activities already in use and if so in what curriculum areas.

"What's (Already) Happening"

TASK DIRECTIONS

In your small group, consider the content area of Self-Understanding. Take each competency and brainstorm what you are ALREADY doing that could meet the competencies under the appropriate developmental objective. List the competency first, the specific activities next and finally the curriculum area in which it is located.

CGC COMPETENCY	CURRENT ACTIVITIES--WHAT	CURRICULUM AREA--WHERE

WORKSHEET 3

Activity 3: "Competencies and Performance Indicators"

Objective: Participants will become familiar with performance indicators and their relationship to the competencies.

Preparation: Ask participants to examine the competencies and performance indicators on participant Handout #6. Instruct participants to discuss within their group how the performance indicators are specifically related to competency achievement and whether the indicators are appropriate for their classroom population.

TASK DIRECTIONS

Read this handout paying particular attention to the performance indicators at your grade level. Discuss with your group the relationship of the performance indicators to the competencies and the appropriateness of these indicators for your students.

Content: II. Interpersonal Relations

Role(s): Individual, Learner, Citizen, Consumer, Producer

Goal: D. Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

Objective: 1. Students will be aware that the actions of one person affect the actions of others.

Grade	Competency	Performance Indicators	Suggested Performance Levels
Kindergarten	Students will recognize various interpersonal relationships in their lives.	Students are able to: 1. describe different people with whom they interact. 2. describe how they act differently with different people.	Students are able to: 1. describe three people with whom they interact (i.e., parent, sibling, teacher, neighborhood friend, classmate, etc.). 2. using the examples from #1, describe how they act differently with each of those persons (i.e., conversation is different, physical activity is different, intensity of feelings is different, etc.).
1st Grade	Students will recognize that they affect things and others around them.	Students are able to: 1. describe how a person can affect someone else. 2. describe how they affect things around them. 3. describe how they affect other persons that they know.	Students are able to: 1. a) define the concept of affect as influence; cause a change to occur (big or little). b) describe one way a person can influence someone else (parents influence their children, teachers influence their students, friends influence each other, etc.) 2. describe two ways they affect things around them (i.e., moved furniture to a different place, kicked a stone, fed a pet, decorated a Christmas tree, etc.). 3. describe two ways they affect other persons that they know (i.e., helped mother with the dishes/she had extra time to read, shared a toy with a friend/made friend feel happy and special, picked up toys off the stairs/allowed

Grade	Competency	Peformance Indicators	Suggested Performance Levels
1st Grade--continued			family to have a safe place to walk, etc.)
2nd Grade	Students will describe how the actions of others affect their own behavior.	Students are able to: 1. describe some actions of other persons they know. 2. describe how the actions of others affect their own behavior.	Students are able to: 1. a) identify one person out of each of the following categories and b) describe one action that these persons do while interacting with them (the student). family member (parent or sibling) someone at school (teacher, classmate, etc.) a close friend (not to be the same person as above). 2. describe how the actions described in #1b affect their own behavior (i.e., brother hides toy/student hunts for lost toy, teacher gives assignment/student does homework, friend compliments student/student feels good and smiles, etc.)
3rd Grade	Students will recognize the actions they take that affect others' feelings.	Students are able to: 1. identify the basic feelings. 2. discuss that a person's actions and decisions affect others feelings. 3. describe actions they take that influence corresponding feelings in others.	Students are able to: 1. identify at least four of the basic feelings: happiness, anger, sadness, fear, surprise, pride. 2. discuss the connection between actions or decisions and feelings that result in others; use one example in the discussion of a time when someone's decision or action affected their feelings. 3. describe three of their actions that cause three different feelings in other (i.e., an action that caused happiness, an action that caused fear, etc.).

Objective: 2. Students will demonstrate an understanding of the importance of the concept of reciprocal behavior and how it affects them and others.

Grade	Competency	Performance Indicators	Suggested Performance Levels
4th Grade	Students will explain how what they say affects others' actions and how what others say affects their actions.	Students are able to: 1. describe situations where what they say has affected how others acted. 2. describe situations where what others said has affected how they acted. 3. explain the interrelationship between speech and actions.	Students are able to: 1. describe two situations where what they have said has affected how others have acted. 2. describe two situations where what others have said has affected how they acted. 3. based on the examples given in #1 and #2, explain the interrelationship between speech and actions: own speech, others' feelings, others' actions and speech, own feelings, own actions and speech, etc. * demonstrate observable behaviors (i.e., demonstrate a growing understanding of how they affect others by what they say and how they are influenced by what others say, etc.).
5th Grade	Students will compare the results of their behavior upon others of different ages.	Students are able to: 1. provide an example of a behavior and examine how it might affect persons of different ages.	Students are able to: 1. a) provide one example of a specific behavior (i.e., teasing, rowdy play such as wrestling, speaking loudly or shouting, etc.). b) examine how the behavior described in #1a might affect the following age groups and if the results of that behavior would be acceptable: · babies · preschoolers or younger persons · peers · parents or teachers · elderly persons

Grade	Competency	Performance Indicators	Suggested Performance Levels
5th Grade	(continued)	2. explain why their behavior has a different impact on people of differing ages.	2. include in their explanation three of the following reasons: there is a difference in physical ability there is a difference in emotional maturity there is a difference in the quality of respect there can be a difference in the intensity of the relationship * demonstrate observable behaviors (i.e., generally exhibit appropriate behaviors with persons from different age groups, etc.)
6th Grade	Students will describe ways peers and adults interact.	Students are able to: 1. describe ways peers and adults act with each other in the home.	Students are able to: 1. a) describe one way peers and adults act with each other in the home (i.e., parent/child work together, parent/child argument, parent/child plays together, etc.). b) speculate one reason why they act that way. 2. a) describe two ways peers and adults act with each other at school (teacher-student in the classroom, coach/student at sports practice, teacher/student confrontation, etc.). b) speculate one reason why they act that way. 3. a) describe one way peers and adult act with each other in the community (i.e., Boy Scout leader/scout, storekeeper/consumer, religious leader/student, etc.). b) speculate one reason why they act that way. * demonstrate observable behaviors (i.e., demonstrate a growing understanding of how they interact with various adults, show a growing ability to realize why they act the way they do with various adults, etc.)

Grade	Competency	Performance Indicators	Suggested Performance Indicators
7th Grade	Students will evaluate ways peers and adults interact with each other in relation to the goals of behavior.	Students are able to: 1. describe different ways that peers and adults interact. 2. explain the goals of behavior. 3. evaluate ways peers and adults interact in relation to the goals of behavior.	Students are able to: 1. describe three different situations where peers and adults interact. 2. a) explain the goals of misbehavior (i.e., attention, power, revenge and display of inadequacy). b) explain the goals of positive behavior (i.e., attention/involvement/contribution, power/autonomy/responsibility for own behavior, justice/fairness, withdrawal from conflic/refusal to fight/acceptance of others' opinions. * References for concept clarification: Raising a Responsible Child or the S.T.E.P. Parents' Handbook, both by D. Dinkmeyer and G. McKay. 3. choose three different situations and evaluate the ways peers and adults interact with each other according to the goals of behavior: • what is the goal of behavior. • what is the belief underlying the behavior. • how is the adult involved supporting the belief or trying to change the belief underlying the behavior. • demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the goals of behavior they presently and/or desire to operate from, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
8th Grade	Students will describe situations where their behaviors affect others' behavior towards them.	Students are able to: 1. provide examples of how their behaviors affect others' emotions, decisions and conduct. 2. explain the interrelationship between action and response. 3. analyze the various types of responses.	Students are able to: 1. a) provide an example of how their behavior affects another person's feelings. b) provide an example of how their behavior affects another person's decisions. c) provide an example of how their behavior affects another person's behavior. 2. a) define action as the process of acting, doing or working; conduct. b) define response as reply; reaction; responding to the words or acts of another. c) include in their explanation support for the principle that the effectiveness of an action is determined by the type of response they receive from others. 3. include in their analysis two examples of verbal responses and two examples of non-verbal responses. • demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how and why their behavior affects others' behavior toward them, demonstrates a growing understanding of why others may frequently respond in a predictable manner to some of their actions, etc.).
9th Grade	Students will describe ways they can act to provoke a desired behavior in another person.	Students are able to: 1. review how their behaviors affect others' emotions, decisions and conduct.	Students are able to: 1. a) describe an example of how their behavior affects another person's feelings. b) describe an example of how their behavior affects another person's decisions. c) describe an example of how their behavior affects another person's behavior.

Grade	Competency	Performance Indicators	Suggested Performance Levels
9th Grade	(continued)	2. describe ways they have tried to elicit a particular response from another person.	2. describe two situations where they have tried to elicit a particular response from another person (i.e., manners to get others to respond favorably, crying so parents would feel sorry for them, talk a friend into seeing a counselor to solve a problem, being silent to provoke a verbal response, etc.).
		3. explain some of the positive and negative aspects of provoking a desired behavior in another person.	3. include the following in their explanation • sometimes provoking a response can be used to help others do something that is difficult for them but would really benefit them. • sometimes provoking a response can be used to manipulate others to get one's own way. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how they deliberately - or undeliberately - provoke a desired behavior in another person; exhibit a growing understanding of why they might want to provoke a desired response, etc.).
10th Grade	Students will explore ways that the environment shapes or controls their behavior and how they respond to those in the environment who are shaping their behaviors.	Students are able to: 1. describe controlling and influencial forces in their own environment.	Students are able to: 1. describe three controlling or influential forces in their own environment (i.e., laws, parents, teachers, peer-pressure, etc.).
		2. explore ways that they have been and are being controlled or shaped.	2. describe two ways they have been or are being controlled or shaped (i.e., they have been influenced by parents' values since infancy, law requires them to attend school, teachers shape their behavior and attitude in the classroom, peer pressure controls their choices in order to gain acceptance, etc.).
		3. describe their feelings and responses toward those who are shaping their behavior.	3. a) using the examples from #2, describe their feelings toward those persons or things shaping their behavior (i.e., resentment, frustration, security, confidence, etc.).

Grade	Competency	Performance Indicators	Suggested Performance Levels
10th Grade	(continued)	3. (continued)	b) using the examples from #2, describe how they responded in those situations and indicate if they feel their responses were effective. • demonstrate observable behaviors (i.e., exhibit a growing understanding of why there are shaping or controlling influences in the environment, demonstrate appropriate responses to those persons responsible for shaping their behaviors, etc.).
11th Grade	Students will analyse the cycle of consequences that might occur as the result of unacceptable behavior.	Students are able to: 1. describe reciprocal behavior. 2. describe unacceptable behaviors according to society, family and self. 3. analyse the consequences of unacceptable behavior.	Students are able to: 1. describe reciprocal behavior as their actions affecting others' behavior and others' actions affecting their behavior. 2. describe three behaviors that have been termed unacceptable by society, family and themselves (i.e., society: murder, theft, abuse of drugs and/or alcohol, arson, etc.). 3. a) using an example from #2, describe some possible consequences of an unacceptable behavior. b) relate the concept of reciprocal behavior to the cycle of consequences that might occur as a result of unacceptable behavior. c) relate the concept of reciprocal behavior to the breaking of the cycle of negative consequences (i.e., through counseling, hiring an ex-convict, showing care in some way, etc.). • demonstrate observable behaviors (i.e., recognise which behaviors are unacceptable, exhibit a growing ability to accept and deal with the consequences of their unacceptable behaviors, demonstrate an understanding of how to break the cycle of negative consequences to unacceptable behavior, etc.).

Objective: 3. Students will understand reciprocal behavior and how actions have effects on others.

12th Grade	Students will evaluate their behaviors toward others and decide which are effective in interpersonal relationships and which need improvement.	Students are able to: 1. describe those behaviors which encourage and are effective in interpersonal relationships. 2. evaluate their behavior toward others as effective or ineffective in interpersonal relationships.	Students are able to: 1. describe six of the ten following behaviors that encourage and are effective in interpersonal relationships: • treat each other as equal in worth and dignity • show respect toward each other • listen to each other • communicate with each other • cooperate with each other • constructively solve problems instead of demonstrating anger or allowing anger to remain • show care and love in spite of mistakes • trust each other • show loyalty toward each other • share time with each other 2. a) compare their behavior in interpersonal relationships to those ten behaviors listed in #1. b) evaluate their behaviors according to the following points: • does their behavior encourage interpersonal relationships • is their behavior effective in helping others feel good about themselves and the relationship • is their behavior effective in allowing themselves to benefit from the relationship.

Grade	Competency	Performance Indicators	Suggested Performance Levels
12th Grade	(continued)	3. describe those behaviors which need changing or strengthening and discuss their plan for improvement.	3. a) specify one behavior that needs changing or strengthening. b) describe what new or more effective behavior they would like to incorporate in their relationships. c) discuss how they plan to improve the behavior identified in #3a. • demonstrate observable behaviors (i.e., encourage interpersonal relationships, encourage positive feelings in their relationships, benefit themselves from their relationships, etc.).

Activity 4: "Workshop Competencies and Performance Indicators"

Objective: Participants will write individualized competencies and performance indicators for their small group work within grade level groups.

Preparation: Ask the participants to read the task directions for participant Worksheet 4 (next page). Instruct each participant to do this worksheet for him/herself. Discuss briefly the kinds of competencies necessary to meet the objective. These competencies could include: listens to opinions of others, has opinions and ideas formulated, accepts others' opinions and ideas (plus many others -- these are to help the participants get started). Instruct participants after compiling the competencies to focus on the performance indicators that could help to determine whether the competency has been met. These performance indicators might include: looks at the person talking 80% of the time; shares one idea or opinion during each group task activity; disagrees or agrees without putting down others' ideas.

Ask the participants to share their lists within their grade level group and to use other participants' competencies and indicators if appropriate for themselves.

Personal Competencies

TASK DIRECTIONS

In your small group, read the developmental objective below and decide what competencies a person would possess to be able to achieve the goal. After listing the competencies, write one or more performance indicators for each competency.
Be specific and use descriptors that are clear and observable.

AREA: INTERPERSIONAL RELATIONS

Goal - Listening and Speaking Skills

The workshop participants will be able to express opinions, share ideas, give and accept feedback openly, honestly and comfortably.

COMPETENCIES:	PERFORMANCE INDICATORS:

WORKSHEET 4

Activity 5: "Writing Performance Indicators"

Objective: Participants will write performance indicators and performance levels within a group situation for chosen competencies.

Preparation: Ask participants to turn to their areas, goals, objectives and competencies handout #5. Ask them to select within their small group a competency for their grade level within the Interpersonal Relations Area. Instruct them to turn to the participant Worksheet 5 (next page) and fill in the goal, developmental objective and competency. Instruct the groups to then decide as a group what performance indicators and performance levels could be used to assess whether the competency has been met. Ask the groups to select a reporter to share the indicators and levels selected to the large group upon completion of the task.

As the small groups report, note how the process of concensus in determining indicators and levels is the same process to be used in schools.

Performance Indicators

TASK DIRECTIONS

Within your small group, select a competency within the Interpersonal Relations Area and fill in the worksheet. Work as a group to decide upon performance indicators and performance levels to match the competency.

Developmental Level (grade):

Area: Interpersonal Relations

Goal:

Developmental Objective:

Competency:

Performance Indicators:

Performance Levels:

Materials:

Arrangements:

WORKSHEET 5

OVERVIEW

Goal 3: To learn skills in evaluating and reporting student competencies using performance indicators.

		Time	Process	Mode
Activity 1:	Rationale	15	reading, discussing	individual, large group
Activity 2:	Experiencing an Activity and Evaluation	30	experiencing, discussing	large group
Activity 3:	The Report Card	10	examining	small group, large group

MATERIALS/EQUIPMENT: Participant Handouts #7, #8, #9, newsprint, drawing paper, dictionary.
PREPARATION: Tables for small group work. Familiarize yourself with the Activity Intrinsic and Extrinsic.

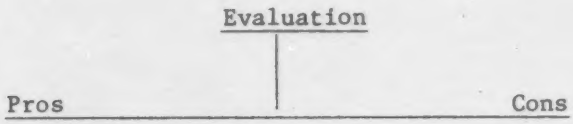
Activity Directions

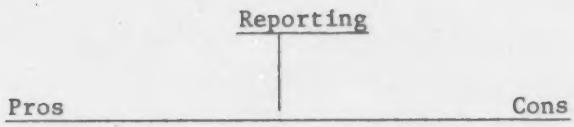
Activity 1: Rationale

Objective: Participants will read the rationale for evaluation and reporting and understand their importance.

Preparation: Ask participants to read a Rationale for Evaluation and Reporting, handout #7. While reading the handout, participants should think of both pros and cons of evaluation and reporting.

Have the participants list the pros and cons of evaluation and reporting on the newsprint you have prepared like the example below:





Be sure to stress the importance of accountability responsibility.

A Rationale for Evaluation and Reporting

Based upon our current knowledge of the development process, the following approach is suggested to aid in the identification of performance indicators for guidance curriculum competencies. This example is an extension of the competencies that have been selected to model the guidance curriculum structure.

Evaluation and the Reporting System. Evaluation serves the purpose of accountability in guidance program planning. Guidance personnel are responsible to account for what has been in a guidance program that affects students directly or indirectly. Until the advent of the guidance curriculum, most guidance program evaluation was in the form of process documentation. The introduction of a guidance curriculum for all students requires a student outcome evaluation effort similar to that found within other subject matter areas. The major focus in implementing a guidance curriculum has been the identification of student outcomes stated in the form of life role competencies. The establishment of a guidance curriculum must be accompanied by commensurate assessment and reporting procedures that provide accountability information relating to competency development at all grade levels.

An equivalent and respected guidance curriculum will thus be accountable to students and parents as in other curriculum subject matter areas. The fundamental vehicle for communicating a student's progress toward developing life role competencies should be a "report card." A reporting system for parents and students forms the basis for a school's accountability system. While the reporting system is not the only accountability procedure, it is probably the most influential and commonly used device.

Currently, parents are receiving more and more reporting information about each subject matter area. Likewise, this information is translated into a competency-based, developmental format that links each year of school to the next year of school through performance levels or identified task accomplishments. Parents are faced with understanding the idosyncratic, developmental profile of their child. Parents cannot only track their child's progress in reading and mathematics but they may also become aware of whether in physical education their child can use a foot trap (soccer) or perform an inverted hang (gymnastics).

Do we have the ability to introduce a reporting system for the guidance curriculum that can meet the demands and expectations commonly associated with the emerging need for continuous progress monitoring of competency attainment? The answer is "yes" for the following reasons:

1. The parameters of the guidance curriculum have been identified.
2. The developmental sequence and scope of responsibility for the guidance curriculum has been established for instructional levels or units.
3. There are means to observe and assess the variability and level of performance.
4. A reasonable common language is available to allow guidance concepts to be understood and communicated to students and parents.

The Reporting Process. The number of items typically reported at each grade level for an individual student would not exceed fifteen. Twelve or less probably would be more feasible. The performance level of detail may be necessary for instructional purposes. However, for

reporting purposes, a very detailed presentation may be too confusing and overwhelming. Raters who are responsible for evaluating twenty-five or more students each reporting period are at their efficiency/effectiveness limit to assess even twelve competencies in this curricular area. As educators become more comfortable with guidance content and the performance indicators, evaluation will be viewed with much less concern. The number of competencies assessed at each grade level may be increased as the guidance curriculum is assimilated into the instructional process. The Georgia Comprehensive Guidance Model provides twenty-four (24) competencies for each grade level. A competency may not be rated even though it may be worthy of consideration. It is extremely doubtful that each one would be rated at a reporting period. However, each one could receive attention over an academic year.

Activity 2: "Experiencing An Activity and Evaluation"

Objective: Participants will experience an activity written for students and experience being evaluated.

Preparation: Be thoroughly familiar with the activity plans for the Third Grade Activity, Intrinsic and Extrinsic. Tell the participants they will be doing an exercise written with CGC based goals and competencies. They are to role-play a third grade class during this activity. Introduce the exercise as suggested in the Activity Evaluation Form.

Process this exercise by handing out the written activity and Activity Evaluation Form for participant review. Ask participants to pay particular attention to the section on evaluation. Discuss as a large group personal reactions to the exercise and evalation. Discuss other ways to evaluate the competency.

Leader's note: If you are using these materials with secondary teachers, a higher level activity may be more appropriate. Additional activities can be found in Guidance Curriculum Methods Guide for Secondary Schools.

Achievement
Motivation
Goal B
P.I. 1, 2
Grade 3

INTRINSIC AND EXTRINSIC

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will describe ways they judge if they have satisfactorily accomplished their tasks.
Performance Indicator(s): Students are able to: 1) list some specific tasks they feel they have done a good job on and 2) describe how they know if they have done a good job at a task they have accomplished.

Activity Objective

Students will discuss some tasks they feel that they have done a good job on and how they know this.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: language
Materials/Resources: paper, pencils, a dictionary for each pair of students three sheets of newsprint, drawing paper for each student
Educator's Preparation: be familiar with entire activity

Directions:

On the chalkboard write the dictionary definitions of the prefixes "in-" and "ex-"

in- In, into, within or inward
ex- Out of

Have the students think of as many words as they can beginning with "in-" and referring to the meaning above. (Sometimes the prefix in- means not. The words students locate should refer to in, into or within.) You may have to help them generate ideas by using a dictionary and discussing words you find in it.

Let them tell you the words as they think of them. Write them on a piece of newsprint as students call them out.

Now call their attention to the "ex-" definition you have written on the chalkboard. There are not as many "ex-" words so more help may be needed. Have the students think of "ex-" words and call them out. Write their "ex-" words on another sheet of newsprint.

Now ask the class to compose a definition of the word reward, which you will write on the third piece of newsprint.

Refer now to the list of "in-" words the students contributed. Circle intrinsic or add it to the list. Ask students if they can figure out what intrinsic rewards are. Have the class give some examples of intrinsic rewards for a task well done: pride, satisfaction, experience, learn something new/fun, etc.

Now call attention to the "ex-" words. Circle extrinsic or add it to the list and repeat the process described above.

Process this activity by a discussion. Say something like: "Extrinsic rewards come from outside the person. The standards for getting an extrinsic reward are set by someone else. For example, I want to win a blue ribbon at the county fair. The blue ribbon is an extrinsic reward. Do I set the standards for winning it or does someone else set the standards for winning it? Who?

"Intrinsic rewards come from inside the person. The standards for getting an intrinsic reward are set by the person himself or herself. For example, I want to feel proud and know that I have done my very best on the gift I made for my mother. Proud feelings are an intrinsic reward. Do I set the standards for getting proud feelings from doing my best or does someone else? Do other people usually know what is my very best? Or am I the one who usually knows? Could my standards be different from someone else's?"

Have the students think of two tasks they feel they have done a good job on. Discuss with them what makes them feel it was a good job.

Distribute drawing paper. Have students fold it into four sections captioned thus:

Two extrinsic rewards I'd like	Who sets the standards
Two intrinsic rewards I'd like	My standards for getting it

Have students draw or write to complete it. Allow time for sharing in small groups of students, if it will enhance the idea of differing personal standards.

EVALUATION: Students should be able to:

- list two specific tasks they feel they have done a good job on
- describe two intrinsic ways they judge if they have done a good job
- describe two extrinsic ways they judge if they have done a good job

(See Evaluation Form for "Intrinsic and Extrinsic.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

INTRINSIC AND EXTRINSIC
Achievement Motivation Goal B Grade 3

Students are able to:

1. list two specific tasks they feel they have done a good job on
2. describe two intrinsic ways they judge if they have done a good job
3. describe two extrinsic ways they judge if they have done a good job

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. list	2. intrinsic	3. extrinsic
1			
2			
3			
4			
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Activity 3: "The Report Card"

Objective: Participants will examine the report card form for questions and comments.

Preparation: Ask the participants to examine the report card form, handout #9, within their groups. (If the entire group is small, you may wish to use the large group mode.) Ask in the large group for comments, questions, etc.

Leader's Note: If you are using this activity with secondary teachers, a report card from a higher grade may be more appropriate. They can be found in Secondary School Guidance Curriculum: Grades 7-12.

Grade 3

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Describe how exercise & nutrition affects his/her mental health				
	Realize environment influences interests & capabilities				
	Describe situations when he/she has control over self				
Interpersonal Relations	Describe ways of communicating non-verbally				
	Define what family means				
	Describe the process of making & keeping a friend				
	Recognize actions that affect others' feelings				
Expressing Ideas	Describe ways others express thoughts & feelings to him/her				
	Describe strong personal beliefs or opinions				
Gathering & Processing Information	Recognize people have varying roles; describe own roles				
	Describe things learned in the community as citizens & consumers				
	Describe stereotypes that correspond to certain jobs				
Rights & Responsibilities	Recognize there are different kinds of families				
	Describe basic methods of learning				
	Explain why a country needs laws & governments				
	Describe how to make change from money given to him/her				
	Recognize that a producer can have many different roles				
Valuing & Decision Making	Describe how others influence what is important to him/her				
	Describe personal thought processes prior to making a decision				
	Describe why a decision change might be desired; recognize when it is or is not possible to make that change				
Achievement Motivation	Describe the trial-and-error approach to a task				
	Describe ways to judge satisfactory task accomplishment				
Problem Solving	Describe activities where others need his/her help				
	Describe how personal life roles have changed & will change				

Progress Report Cover (Fold at center)

PARENT/STUDENT COMMENTS

TEACHER/COUNSELOR COMMENTS

DEVELOPMENTAL GUIDANCE PROGRESS REPORT

_____ SCHOOL DISTRICT

GRADE THREE

Student _____ Year _____

School _____ Teacher _____

Counselor _____ Principal _____

The guidance program assists students to develop the life skills that are necessary for successful and satisfying daily living. Its goals include helping students grow in the areas of self concept and relating effectively to others; assisting students to learn how to obtain knowledge about others and the world around them; providing for students an understanding of their rights and responsibilities in their major life roles; developing in students a consciousness of personal values and the values of others; and strengthening student's abilities in decision-making, achieving, and problem-solving.

Goal 4: To learn skills in developing activities to meet comprehensive guidance competencies.

		Time	Process	Mode
Activity 1:	Focus on Steps in Creating Competency-Based Activities	30	examining	large group
Activity 2:	Activity Adaptation	30	writing	small group
Activity 3:	Writing an Activity	60	writing	small group
Activity 4:	Closing Exercise	10	evaluating	independent

MATERIALS/EQUIPMENT: 8 x 11 1/2 blank paper, participant worksheets 6 and 4, handout #10 and #2

PREPARATION: Tables for small group work.

Activity 1: "Focus on Steps in Creating Competency-Based Activities"

Objective: Participants will be exposed to the steps in creating competency-based activities.

Preparation: Be thoroughly familiar with the Steps Worksheets #6. Ask participants to read these sheets silently as you explain each of the eleven steps individually. Point out that these steps are part of a flowing process and are not rigidly ordered. Pay particular attention to the first step and note how more information in an area can enrich it. Note how these steps can be an idea bank for the writing of several activities to meet specific competencies.

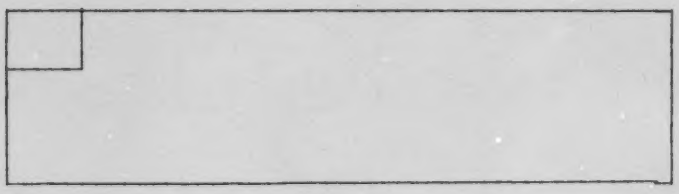
(Inform the participants that worksheet #6 will be completed during a later activity.)

STEPS IN COMPETENCY - BASED ACTIVITY WRITING

TASK DIRECTIONS

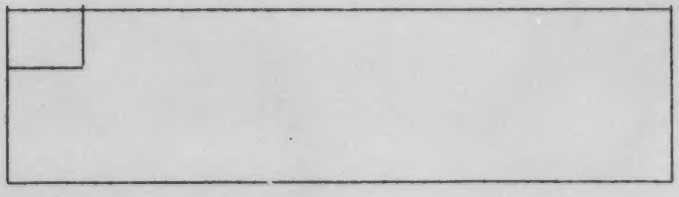
The following are aspects of competency-based writing. These are not to be used in a locked in order, but represent a flowing process.

1. Examine a specific COMPETENCY.
   - -Is more information needed?
   - -If yes, consult the
     - Dictionary
     - Thesaurus
     - Journals
     - Consultants, e.g., school counselor

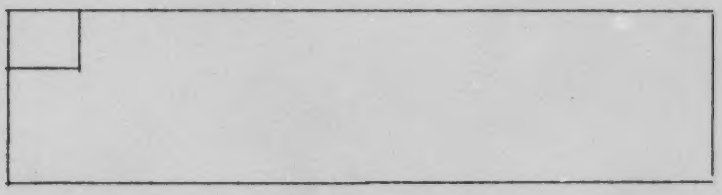


2. Focus on your STUDENTS.
   - -What is the age range?
   - -What do they like to do at this age?
   - -What can they do at this age?
   - -What can they not do at this age?

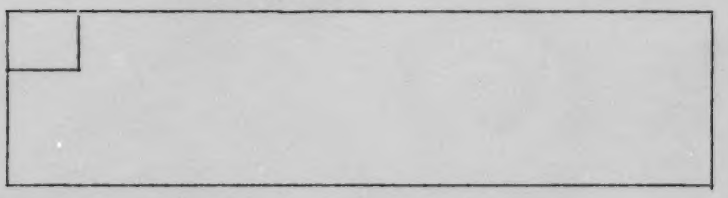
3. Consider the PROCESS possibilities.
   - -Review your bank of strategies
   - -Update your bank of strategies
     - Idea books (SPICE, etc.)
     - Professional magazines, journal



4. Consider the ACTION involved in the strategy.
   -What activities might be used?
   -How might the task directions be worded?



5. Focus on the BASIC SKILLS involved in the action and process.
   -What basic skills are used?
   -Consider the various subject matter concepts covered.



6. Explore the INFUSION possibilities.
   -Consider the completed activity as an introduction, development or follow up to the subject matter skills.

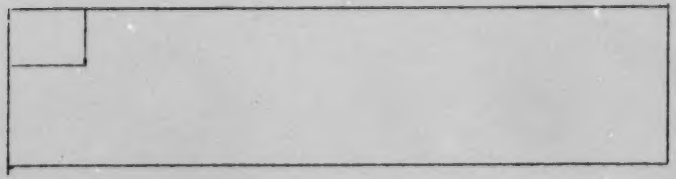
7. Consider the USEFULNESS of the basic skill.
   -How is the basic academic skill used in students' or adults' work, leisure, family member or citizen roles?
   -How is the CGC competency used in students' or adults' work, leisure, family member or citizen roles?

8. Examine the MATERIALS/RESOURCES involved.
   -What is needed?
   -What is available?

9. Consider the CLASS GROUPINGS.
   -How can everyone be given a change to participate?

10. Explore the PREPARATION TASK for organizing.
   -What is the best way to group the students?
   -How much time is needed to prepare the necessary materials for instruction?
   -What is needed to provide the resources?

11. Consider ADAPTATIONS for students.
   -What are the needs of fast finishers?
   -What are the needs of slow workers?



Activity 2: "Activity Adaptation"

Objective: Participants will adapt a competency-based activity to fit their particular classroom situation.

Preparation: Ask participants to read the sample activity for their grade level, participant handout #10. Instruct the participants to examine each part of the activity format and determine if any changes for their personal teaching style, background or classroom population would be appropriate. Instruct participants to note changes along the left-hand margin.

Achievement
Motivation
Goal B
P.I. 1, 2
Grade K

Helping Self and Others

Achievement Motivation

Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.

Competency: Students will describe tasks they can accomplish at home.

Performance Indicator(s): Students will be able to: 1) describe things they can do at home that help others; and 2) describe things they do at home to help themselves.

Activity Objective

Students will describe those things they do at home to help themselves and others.

Activity

Total Time: One class period

Suggested Subject Matter Area: Social studies

Materials/Resources: Crayons, drawing paper

Educator's Preparation: Be familiar with entire activity

Directions:

Ask the children to respond to the following questions by raising their hands:

Can you. . .

- brush your teeth
- make a bed
- get dressed
- pick up toys
- wash your hands before meals
- set the table
- get your breakfast
- feed the pets

Tell the children that there are many things they can do at home that will help both themselves and other people. Have them take turns discussing which of the tasks they can do to help themselves and which help other people. Let them discuss other things they could be doing at home to help themselves or someone else.

Have the children draw pictures of tasks they can do at home and display these.

Evaluation: Students should be able to:

describe two things they can do at home that help others.

describe two things they can do at home to help themselves.

(See Evaluation Form for "Helping Self and Others.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Helping Self and Others
Achievement Motivation Goal B Grade K

Students are able to:

1. describe two things they can do at home that help others
2. describe two things they can do at home to help themselves

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Others	2. Themselves
1		
2		
3		
4		
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7		
8		
9		
10		
11		
12		
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14		
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19		
20		

Achievement
Motivation
Goal A
P.I. 1, 2, 3
Grade 1

PLANNING TASKS

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will recognize that there are different methods for getting tasks accomplished.
Performance Indicator(s): Students will be able to: (1) describe some tasks they have done, (2) describe different ways that they could accomplish tasks; and (3) recognize the two different approaches to accomplishing a task.

Activity Objective

Students will discuss the different ways they do different tasks, planned or unplanned.

Activity

Total Time: one class period
Suggested Subject Matter Area: language
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Introduce the word *plan:*

- What is a *plan?*
- Do you know someone who makes *plans?*
- Why do people make *plans?* (So they can work together)

Explain that many different people work to build one house. There has to be a plan. First, the basement needs to be dug by a bulldozer operator. Then cement is poured to make a foundation. Then the carpenters build the wood frame. Then other workers come and finish the rest of the house.

If there was no plan, the workers might come at just any old time. It might go something like this: First, a carpenter builds the wood frame. Then the bull dozer operator comes and digs the big hole for the basement next to the wood frame. He stands back to take a look. Something is wrong. He knows the frame should be on the top of the hole that he dug for the basement. So he uses the bulldozer to push the house into the hole. Then the cement workers come and pour the foundation cement on top of the house in the hole. A great big MESS! A broken house in a hole with cement on top of it! A *plan* would have gotten the job done without a lot of confusion, wasted effort and wasted materials.

Introduce the word *agenda*. Tell the children that an *agenda* is a *plan for using time*. It is a schedule. Talk about your daily schedule. Use the words *before* and *after* in your questions; for example, what comes just before lunch? What comes after recess?

Discuss some of the tasks they do. Do they have an agenda or plan when they do these tasks? Note that there are two ways to get a task done, have a plan or to do it without thinking about it.

Evaluation: The students should be able to:

- describe two tasks they have done
- describe how they do these tasks
- describe a different way they could accomplish these tasks
- recognize that there are two different approaches to getting things done: planning what to do and not really thinking about it

(See Evaluation Form for "Planning Tasks.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Planning Tasks

Achievement Motivation Goal A Grade 1

Students are able to:

1. Describe two tasks they have done.
2. Describe how they do these tasks.
3. Describe a different way they could accomplish these tasks.
4. Recognize that there are two different approaches to getting things done: planning what to do and not really thinking about it.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Tasks	2. How	3. Different	4. Approach
1				
2				
3				
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20				

Achievement Motivation
Goal B
P.I. 1, 2, 3
Grade 2

Purpose of Work

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will describe tasks that are carried out by self and others and the purposes of those tasks.
Performance Indicator(s): Students are able to:

1. describe tasks that are carried out by self and others
2. identify the purposes of those tasks
3. recognize that all tasks have purposes

Activity Objective
Students will describe some tasks that are carried out by themselves and others and the purposes of those and other tasks.

Activity

Total Time: 3 to 5 class periods
Suggested Subject Matter Area: language
Materials/Resources: make available materials students may use for display.
Educator's Preparation: be familiar with entire activity, duplicate for each pair a copy of the resource page.

Directions:

Begin by asking the students to share some tasks that they have seen younger children do, some tasks that they do themselves and some tasks they have seen adults do. Discuss with the students the purposes of the tasks they name. Be sure they can identify at least one purpose for each task discussed.

Explain to the students that all work has a purpose. For this part of the activity students will be working in pairs to interview a worker to discover the main purpose of that person's work. Your arranging the pairs will help establish the task as more work-oriented than social-oriented.

Distribute copies of INTERVIEW PLAN on resource page.

When all pairs have gathered their information, explain that they will now need to plan a display for the rest of the class. They may use any media.

Process this activity by discussing how every task has at least one purpose.

Evaluation: The student should be able to:

- describe one task that is carried out by younger children
- describe two tasks that they carry out themselves
- describe two tasks that are carried out by adults
- identify the purposes of the above tasks and that every task has a purpose.

(See Evaluation Form for "Purpose of Work.")

INTERVIEW

1. What is your job?
2. What do you do?
3. What do you do for me at work?
4. Why do you do your job?
5. Do you like to do your job?
6. If you worked somewhere else, would it be like this place?
7. What do you do when you are not working?

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Purpose of Work

Achievement Motivation Goal B Grade 2

Students are able to:

1. describe one task that is carried out by younger children
2. describe two tasks that they carry out themselves
3. describe two tasks that are carried out by adults
4. identify the purposes of the above tasks and that every task has a purpose.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. younger	2. themselves	3. adult	4. purpose
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
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18				
19				
20				

Achievement
Motivation
Goal A
P.I. 1, 2, 3
Grade 3

SETBACK SALAD

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will describe the trail-and-error approach to a task.
Performance Indicator(s): Students will be able to: 1) define trial-and-error, 2) describe a trial-and-error approach to different tasks and 3) describe some results of a trial-and-error approach to a task.

Activity Objective

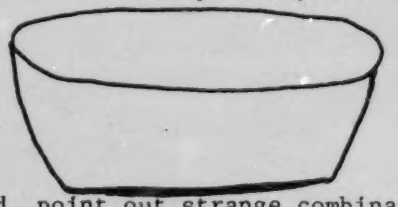
Students will define, discuss and list results of the trial-and-error approach to task completion.

Activity

Total Time: one class period
Suggested Subject Matter Area: language, health
Materials/Resources: felt-tipped pen for teacher, paste or glue for students.
Educator's Preparation: prepare and post three copies of the "Setback Salad" posters shown below

Directions:

Ask the students to think about all the different kinds of salads there are. Tell them that you are all going to make one big, imaginary salad. Have each student write one ingredient on a scrap of paper. Ask the students to put paste on their slips and paste them in the "bowl."



When you are finished, point out strange combinations--maybe you have watermelon and onions in this salad. Then ask the students if they would want to eat it. (The response you want is a resounding "NO!")

Tell them you'll try again. Repeat the procedure described above. Have the students paste (or you can write) these ingredients on your second blank "Setback Salad" poster. Point out unusual combinations.

HANDOUT #10

maybe something like marshmallows and French dressing. Try to get them to say they would not eat this one either. Say that you have one more "salad bowl" left so they can try one more time.

Repeat the procedure described above. When all ingredients appear in the third "salad bowl" have a little discussion:

> Our task today was to make a salad, a satisfying salad. We all had different ideas of what that is. That's okay. So we tried. We all took a chance and wrote down any old ingredient. It should have made a mighty good salad. When it did not turn out, we took another chance and tried it the same way again. When <u>that</u> did not turn out, we tried it the <u>same way again</u>. We were just trying any old thing over and over without any specific plan. We call this the trial-and-error method of doing something. It is also called the chance method, as in "take a chance." When we use this method it hardly ever works well. If it does, it is just luck. When we need to move ahead, the trial-and-error method usually just sets us back and we do not get the job done.

EVALUATION: The students should be able to:

- define trial-and-error as trying different ways of doing something until the right way is found
- describe two different tasks
- describe a trial-and-error approach to those tasks
- describe one result of the trial-and-error approach for each of the examples given above

(See Evaluation Form for "Setback Salad.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Setback Salad

Achievement Motivation Goal A Grade 3

Students are able to:

1. define trail-and-error as trying different ways of doing something until the right way is found
2. describe two different tasks
3. describe a trial-and-error approach to those tasks
4. describe one result of the trial-and-error approach for each of the examples given above.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. tasks	3. describe	4. results
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Achievement Motivation
Goal B
P.I. 3
Grade 4

TATE IMPROVEMENT PLAN

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will describe steps they follow in producing a product or task they take pride in.
Performance Indicator(s): Students will be able to: 3) discuss four major steps involved in accomplishing their task or creating their product.

Activity Objective

Students will select a method of improvement and then decide whether the method was effective.

Activity

Total Time: ten minutes each day for a week
Suggested Subject Matter Area: arithmetic
Materials/Resources: scotch tape
Educator's Preparation: be familiar with entire activity; duplicate resource page for each student

Directions:

Distribute appropriate paper and have students write the multiplication facts for assessment. Collect the papers. As you "correct" these assessments, circle those facts which were correct.

During the next class period, return their corrected "tests" and a copy of the *MULTIPLICATION RECORD SHEET* (see resource page). Explain that the facts which you circled on their "tests" were correct. Have them circle the corresponding fact on their copies of the *MULTIPLICATION RECORD SHEET*. As each of the remaining facts is learned, it will be circled also. They should put their names on the *MULTIPLICATION RECORD SHEET* and tape it to the upper corners of their desks. (If the children do not have assigned desks, they may keep them with their other belongings.) The progress record should be accessible so students know exactly which facts they have mastered. Also, the facts can be practiced in small fragments of spare time.

Now we will ask the students to:

1. pinpoint the trouble
2. select a method of improvement (Here they will need to plan a method to learn the facts. This may include rehearsal, flash cards, etc.)

HANDOUT #10

Have the students look at the facts which remain uncircled. Ask them to apply one of the following to each unlearned fact:

- I need to be shown again.
- I am stuck and need more practice.

Now divide the class into groups of five or six. To each group assign the task of devising an improvement plan for either of the above. Have them begin by brainstorming a list of ideas, regardless of how wild they are. Be sure each group has a recorder. Then have the students return to their seats and write or draw sketches of their plans for improvement. This should be taken from the discussion above.

Allow time to practice the plan they chose.

Introduce the TATE Improvement Plan:

1. T = Test yourself or have someone test you.

2. A = Act on test results. This includes getting extra help, starting all over, practicing more, finding a better place to work and deciding when you are ready to test again.

3. T = Test again to see how you are doing.

4. E = Evaluate your test to see if you need more work or are ready to go on.

Call attention to the chart as you speak. Point out that TATE is an acronym; that is, a word formed by taking the first or first few letters of several words.

TATE IMPROVEMENT PLAN

Test
Act
Test Again
Evaluate

Allow students to work on the facts for about three class periods. Station at the chalkboard or at the tables those who have mastered all the facts. The remaining students can come to these "help stations" for assistance.

Allow the students to "test" themselves as they have planned. Correct their self-administered tests. If necessary, help them circle the facts they have mastered on their personal record sheets.

EVALUATION: Students should be able to: (using example in P.I. #1)

- explain the steps involved in planning for that product or task, the "doing" portion of the task or the creating process for the product, the steps involved in evaluating the product or task accomplishment and the steps in "redoing" the product or task if necessary

(See Evaluation Form for "Your Job Is Your Masterpiece" and "Tate Improvement Plan.")

MULTIPLICATION RECORD SHEET

1 x 1 = 1	2 x 1 = 2	3 x 1 = 3
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27
	---	
4 x 1 = 4	5 x 1 = 5	6 x 1 = 6
4 x 2 = 8	5 x 2 = 10	6 x 2 = 12
4 x 3 = 12	5 x 3 = 15	6 x 3 = 18
4 x 4 = 16	5 x 4 = 20	6 x 4 = 24
4 x 5 = 20	5 x 5 = 25	6 x 5 = 30
4 x 6 = 24	5 x 6 = 30	6 x 6 = 36
4 x 7 = 28	5 x 7 = 35	6 x 7 = 42
4 x 8 = 32	5 x 8 = 40	6 x 8 = 48
4 x 9 = 36	5 x 9 = 45	6 x 9 = 54
	---	
7 x 1 = 7	8 x 1 = 8	9 x 1 = 9
7 x 2 = 14	8 x 2 = 16	9 x 2 = 18
7 x 3 = 21	8 x 3 = 24	9 x 3 = 27
7 x 4 = 28	8 x 4 = 32	9 x 4 = 36
7 x 5 = 35	8 x 5 = 40	9 x 5 = 45
7 x 6 = 42	8 x 6 = 48	9 x 6 = 54
7 x 7 = 49	8 x 7 = 56	9 x 7 = 63
7 x 8 = 56	8 x 8 = 64	9 x 8 = 72
7 x 9 = 63	8 x 9 = 72	9 x 9 = 81

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

YOUR WORK IS YOUR MASTERPIECE ** TATE IMPROVEMENT PLAN

Achievement Motivation Goal B Grade 4

Students are able to:

1. describe one task or product they have taken pride in producing
2. define pride as an intrinsic reward
3. describe one internal criterion that was important to them in the example above
4. explain the steps involved in the planning, "doing" or creating, evaluating accomplishment and "redoing" the product or task if necessary

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. describe	2. intrinsic	3. criteria	4. steps
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
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12				
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19				
20				

Achievement Motivation
Goal B
P.I. 1, 2
Grade 5

Betty, Mini and Hope

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will describe task analysis and how it contributes toward task accomplishment.
Performance Indicator(s): Students should be able to: 1) define task analysis and discuss the steps it involves 2) discuss how task analysis keeps them working toward final task accomplishment.

Activity Objective

Students will define task analysis, the steps involved and how it helps in task accomplishment.

Activity

Total Time: two or three class periods
Suggested Subject Matter Area: social studeis
Materials/Resources: pencils for each student, a jar of Italian seasoning herbs (optional), ingredients listed in recipes (optional)
Educator's Preparation: be familiar with entire activity, duplicate for each group a copy of the resource pages

Directions:

Ask the students to imagine themselves in a kitchen for this activity. A cook has to use many skills in the kitchen. Ask the class to suggest things a cook needs to be able to do. Yes, following directions is very important. Yes, taking the steps in order is very important: a cake gets frosted after it's baked, not before. But there are many things a cook has to figure out. Things like gathering ingredients and utensils. Figuring out what went wrong if the finished product does not turn out the way it should.

Distribute copies of the recipes on the resource page. Ask students to select a recipe that they would like to read and find a partner who wants the same recipe. (If you have 30 students, you can have 10 work with each of the three recipes. This will increase familiarity in case you later want to let the students actually prepare a whole meal for a special occasion or for multiplying fractions.)

Then distribute copies of the resource page, STEPS IN A TASK. Read through the whole sheet as students follow along. Where necessary, have students give examples for clarification.

HANDOUT #10

Tell them that many of our life tasks involve doing lots of little things in order, then evaluating the results. Tell them to use the resource page, STEPS IN A TASK, when they have other tasks.

Process this activity by explaining that they have been using task analysis. Explain that this is done when a person takes a task and follows the steps to completion. Discuss how this process helped them in completing the recipes. Have the students give examples to show how this process is helpful in completing other tasks.

Evaluation: The students should be able to:

- define task analysis as looking closely at a task and deciding why or how it should be done
- discuss the following steps in task analysis: determine the purpose of the task, break the task into smaller parts, determine if the task parts have to be done individually or need others, decide the order to complete the tasks parts and plan a means of evaluating progress
- discuss two ways task analysis keeps them working toward final task accomplishment

(See Evaluation Form for "Betty, Mini and Hope.")

Suggested for use with
Betty, Mini and Hope

RECIPES

BETTY CROCKER'S COLE SLAW

Ingredients

2½ cups finely shredded, chopped or grated cabbage
1 tsp. salt
salad dressing or mayonnaise mixed with a little cream

Procedure

Place cabbage in vegetable crisper or covered dish in refrigerator for two or more hours.

Then sprinkle with the salt. Moisten with salad dressing or mayonnaise.

Toss lightly with a fork. Serve immediately.

Serves 4 people.

MINI PIZZAS

Ingredients

1 can of 10 refrigerator biscuits
½ an 8 ounce can of tomato sauce (not paste)
½ lb. ground beef
¼ tsp. salt
10 small slices of cheese
Italian seasoning (herbs)

Procedure

Pat and push the biscuits into circles about 4 inches across. Put on a baking sheet. Put about 1 tablespoon of tomato sauce on each. Sprinkle very lightly with the Italian seasoning. Bake at 400° until lightly browned (about 10 minutes)

While the mini pizzas bake, crumble the meat into a hot skillet and brown over low heat. Pour off grease and add salt.

Turn oven down to 325° (low). Put some meat and the cheese on each mini pizza. Heat pizzas in oven until cheese is melted. Eat and enjoy!

Makes 10 mini pizzas.

Suggested for use with
Betty, Mini and Hope

RECIPES

HOPE'S EASY ICE CREAM

Ingredients

6 eggs
2 cups sugar
1 tbsp. vanilla
½ tsp. salt
4 cups half and half
4 cups whole milk

Procedure

Beat eggs thoroughly in mixing bowl. Continue beating while adding sugar slowly to be sure sugar is dissolved. Add remaining ingredients. Mix well. Put in freezer can. Replace cover and paddles. Put freezer into the bucket. Pack ice around the freezer can. Add ice cream salt to get ice water, keeping the bucket full. Churn until solid. Take the paddles out of the can before storing in the freezer.

Makes 1 gallon of delicious ice cream.

Suggested for use with
Betty, Mini and Hope

STEPS IN A TASK

1. What is the task?

_____

2. What are the steps (from gathering ingredients and supplies to cleaning up)? List them -- 1, 2, 3, etc.

3. How will you know if the task is well done?_____

_____

_____

4. How will you know if the task is not well done? _____

_____

5. Suppose the task is not well done and the product does not turn out right (it "flops"). How can you find out what went wrong?

_____

_____

6. Suppose it does not turn out right. Finding out what went wrong is the first step in correcting a mistake. What might be your next step? _____

_____

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM
Betty, Mini and Hope
Achievement Motivation Goal B Grade 5

Students are able to:

1. define task analysis as looking closely at a task and deciding why or how it should be done
2. discuss the following steps in task analysis: determine the purpose of the task, break the task into smaller parts, determine if the task parts have to be done individually or need others, decide the order to complete the task parts and plan a means of evaluating progress
3. discuss two ways task analysis keeps them working toward final task accomplishment

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. steps	3. discuss
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Evaluating Progress

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will describe methods of evaluating progress and how these contribute toward task accomplishment.
Performance Indicator(s): Students will be able to: 1) identify what constitutes evaluation, 2) describe the methods of evaluating task progress and 3) discuss how evaluation contributes toward task accomplishment.

Activity Objective

Students will discuss evaluation and how it contributes toward task accomplishment.

Activity

Total Time: three or four class periods
Suggested Subject Matter Area: math
Materials/Resources: acetate transparency, pen, overhead projector, chart paper, felt pen
Educator's Preparation: be familiar with entire activity

Directions:

This activity presents two different self-evaluation methods. The first is useful when evaluating mastery of specific concepts. The second is appropriate when evaluating general progress over a longer period of time. This second method has been suggested to give students some responsibility for the parent-teacher conferences.

Administer the PRE-TEST (resource page). Collect and store the papers.

Next, have students complete ARABIC NUMERAL GRID (resouce page).

Then distribute copies of the resource page ROMAN NUMERALS TO TWELVE. Ask students to underline the numerals I, V and X. Explain that these are cornerstones on which the others are built. Ask someone to explain the system. (Other numbers are built from I, V and X by adding or subtracting the value of a symbol. The value of a symbol <u>following</u> another of the same or greater value is <u>added</u>: XI = 11. The value of a symbol <u>preceding</u> another of the same or greater value is <u>subtracted</u>: IX = 9.)

HANDOUT #10

Distribute copies of the resource page, ROMAN NUMERAL GRID. Have students fill in the Roman numerals from one to twelve. Collect and store this grid sheet.

On the second day distribute copies of the resource page ROMAN NUMERALS TO ONE HUNDRED. Discuss this with the students. Distribute their copies of ROMAN NUMERAL GRID. Have them place the Roman numerals for 40, 50, 60, 90 and 100 in the correct squares on their grids.

Explain that they will try to fill in the remaining squares with Roman numerals. The following guideline should be helpful: the value of a symbol standing between two symbols of greater value is subtracted from the value of the last symbol. The remainder is added to the value of the first symbol:

LIX = 59

10 - 1 = 9

9 + 50 = 59

Allow enough time for all students to complete the assignment correctly. Encourage them to work together on this.

Then administer the POST-TEST (resource page). Have them correct their own POST-TESTS. Write the answers on the transparency as they give them to you. Have them total their scores to find the percentage correct.

Now distribute their complete copies of the resource page PRE-TEST and have them correct these pages. Have them total their scores and compare their two percentages. Discuss the following:

- meanings of pre-test and post-test
- how many did better on the pre-test than on the post-test and why
- which ones they missed on the post-test
- did they make any progress.

Ask them to turn their papers over and write:

- what they do not understand about Roman numerals to 100
- what would help them understand them better
- what assignments they should redo to improve

For those students who had 100% on their post-tests, distribute copies of ROMAN NUMERALS TO A MILLION (resource page).

Post a blank chart and ask students to write on it in their spare time. Caption it: "Where I Saw Roman Numerals Used."

Invite a math teacher to come and talk about:

- the importance of self-evaluation to a person who uses math
- why a person in applied math has to be able to find his or her errors
- other number systems not based on 10.

About a week before your parent-teacher conferences, have each student complete the CONFERENCE WORKSHEET (resource page). You may want to consider including each student in his or her conference.

This student input may have several very beneficial outcomes:

- Parents will begin to see conferences as more positive and less threatening. The student is able to make significant contributions to the conference.
- The students' views of progress reports are expanded.
- The students are encouraged to exercise some control over their conferences. Student participation underscores their credibility and your faith in them.

Process this activity by having the students discuss what evaluation is and different ways to evaluate tasks. In this activity they used the pre-test, post-test method. Let the students discuss other methods of evaluation that could be used, including feedback from others and self-satisfaction.

Students should then discuss ways that evaluation contributes towards task accomplishment. Include in this ways such as:

- allowing them to see the quantity and/or quality of what they have done
- allowing them to differentiate weak areas from strong areas
- allowing them to be aware if their plans or timetables need reorganization.

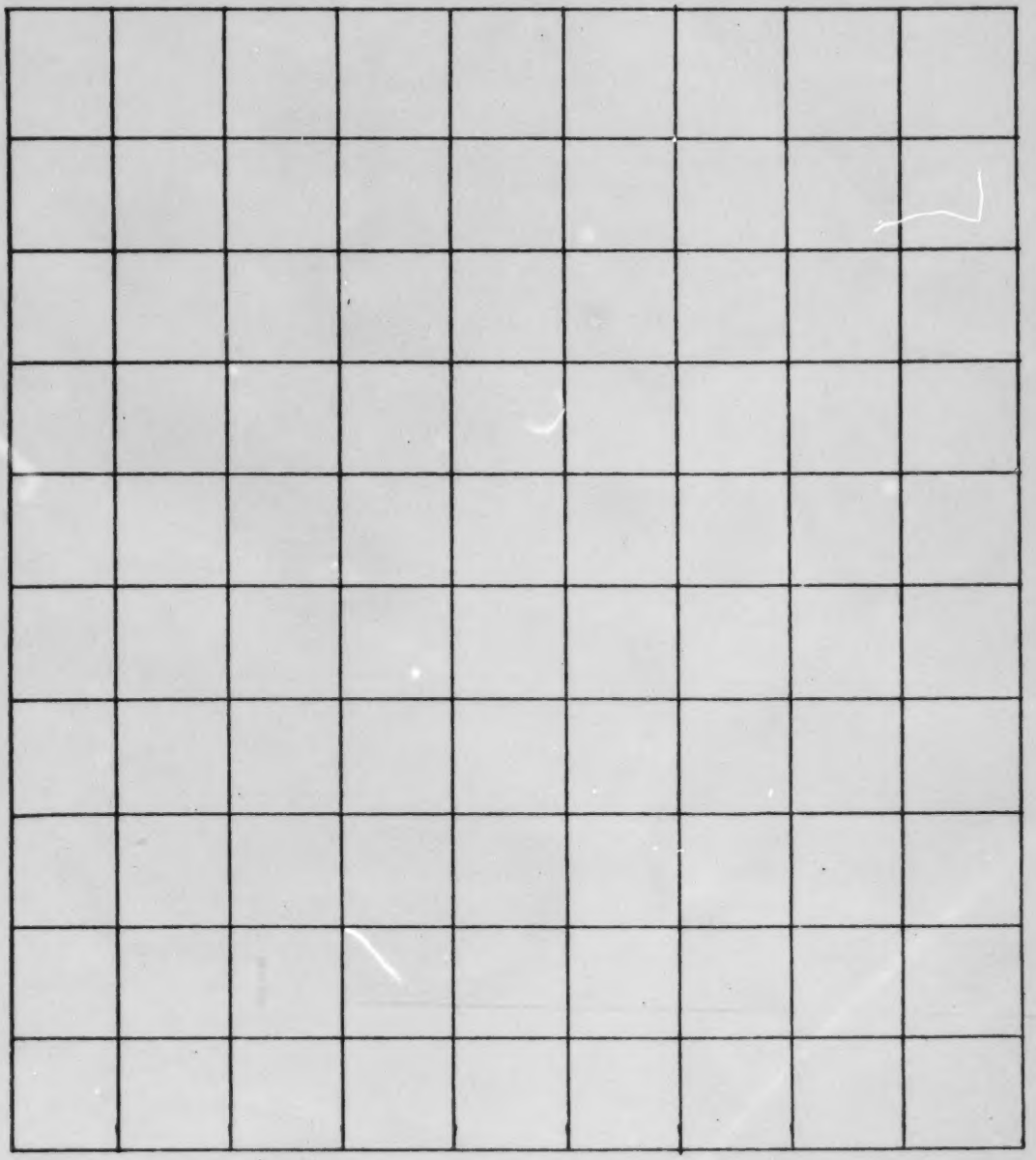
Evaluation: Students should be able to:

- describe evaluation
- describe two different methods of evaluating task progress
- discuss two ways evaluation contributes toward task accomplishment

(See Evaluation Form for "Evaluating Progress.")

PRE-TEST

Use Roman numerals to number the grid from one to one hundred.



100 TOTAL
- ____ NUMBER WRONG
% NUMBER RIGHT

ARABIC NUMERAL GRID

1								
								100

Circle 1, 5, 10, 50 and 100.

ROMAN NUMERALS TO TWELVE

1	I	7	VII
2	II	8	VIII
3	III	9	IX
4	IV	10	X
5	V	11	XI
6	VI	12	XII

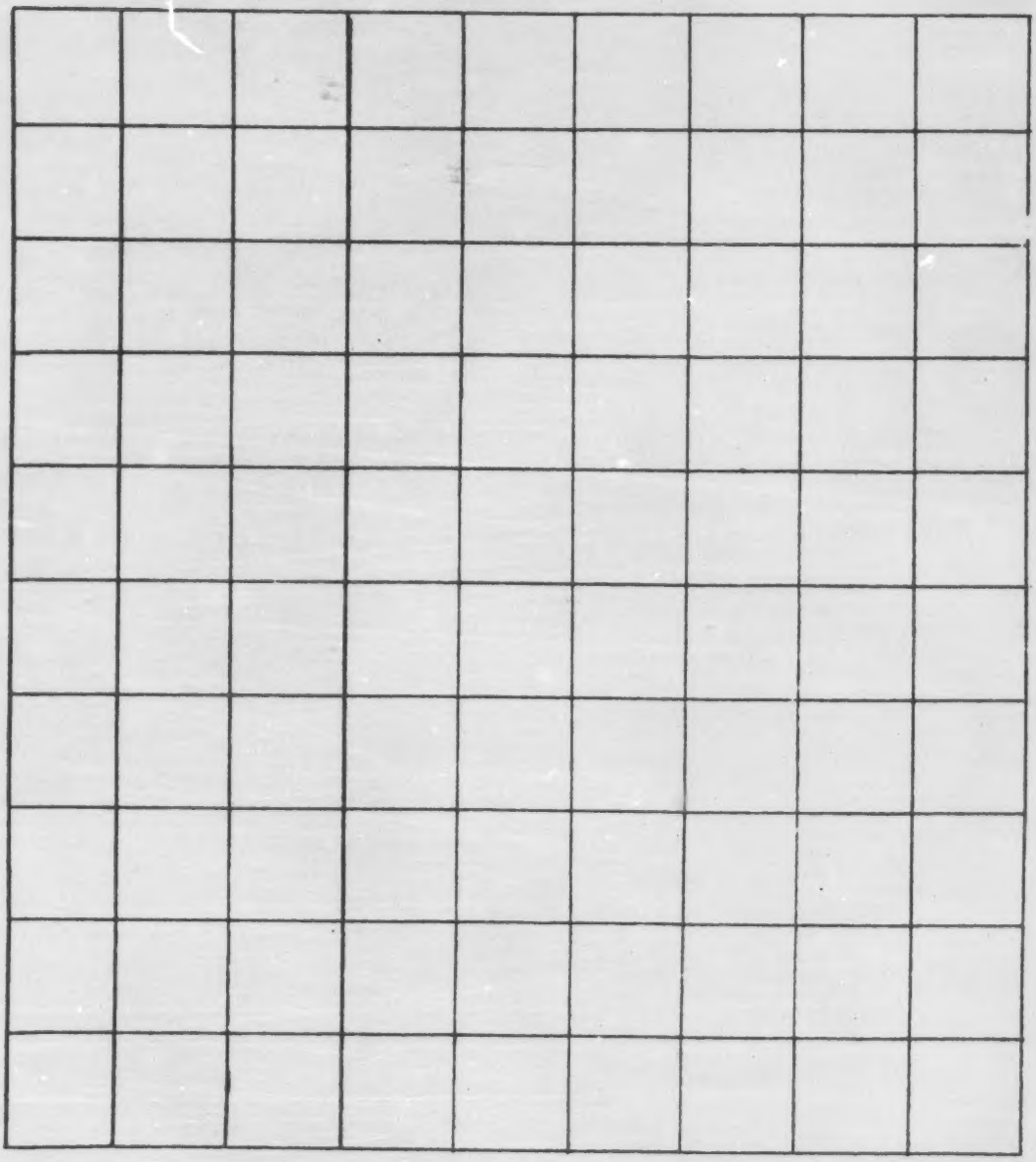
ROMAN NUMERALS TO ONE HUNDRED

I	V	X	L	C
1	5	10	50	100

IV 1 before 5	V 5	VI 1 after 5
IX 1 before 10	X 10	XI 1 after 10
XL 10 before 50	L 50	LX 10 after 50
XC 10 before 100	C 100	CX 10 after 100

POST-TEST

Use Roman numerals to number the grid from one to one hundred.



100 TOTAL
\- _____ NUMBER WRONG
_____ % NUMBER RIGHT

ROMAN NUMERALS TO A MILLION

I	V	X	L	C	D	M
1	5	10	50	100	500	1000

1	I				
2	II	20	XX	200	CC
3	III	30	XXX	300	CCC
4	IV	40	XL	400	CD
5	V	50	L	500	D
6	VI	60	LX	600	DC
7	VII	70	LXX	700	DCC
8	VIII	80	LXXX	800	DCCC
9	IX	90	XC	900	CM
10	X	100	C	1000	M
				100,000	$\overline{C}$
				500,000	$\overline{D}$
				1,000,000	$\overline{M}$

Write the following years:

1745 _____ 1750 _____
1845 _____ 1850 _____
1945 _____ 1950 _____

The year you were born _____.

The current year _____.

The year of the United States' Bicentennial _____.

CONFERENCE WORKSHEET

I. My Work

A. What is the best thing that has happened to you at school during the last month? _____

_____

B. List your subjects. Beside each subject write something you learned and enjoyed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

C. What examples of your work would you like to bring to your conference?

D. List some of your other daily activities. What do you like about these?

1. _____
2. _____
3. _____
4. _____

II. My Attitudes

A. I have <u>improved</u> the most in _____

because _____

_____

_____

_____

B. I was <u>surprised</u> about myself in _____

because _____

_____

_____

_____

C. I know that what I learned in _____

will be <u>useful</u> to me later because _____

_____

_____

_____

D. To me, <u>parent conferences</u> are _____

because _____

_____

_____

_____

III. My Goals

A. Something I want to learn during the next month is _____

_____

_____

_____

B. Something I can do to learn it is _____

_____

_____

_____

C. Something the school can do to help me learn it is _____

_____

_____

_____

D. Something my parent or parents can do to help me learn is ___

_____

_____

_____

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM
Evaluating Progress
Achievement Motivation Goal B Grade 6

Students are able to:

1. describe evaluation
2. describe two different methods of evaluating task progress
3. discuss two ways evaluation contributes toward task accomplishment

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. evaluation	2. methods	3. contributes
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Achievement Motivation
Goal A
P. I. 1, 2, 3
Grade 7

3 Approaches

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will describe ways they have seen others use planning, the trial-and-error approach and goal setting.
Performance Indicator(s): Students will be able to review what planning, trial-and-error and goal-setting mean; describe situations where they have seen others use the trial-and-error approach, planning and goal-setting; and evaluate the results of others using the trial-and-error approach, planning and goal-setting.

Activity Objective

Students will discuss the trial-and-error, planning and goal-setting approaches.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: language, social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Review with the students the planning, trial-and-error and goal-setting approaches. Describe the planning process as the process of thinking ahead about how to do something, preparing before doing and outlining how and when a task should be done. The trial-and-error approach involves randomly trying different ways of doing something until the right way is found. The goal-setting approach involves determining something they desire and aiming and striving to achieve that goal. This can be a form of planning.

Divide the students into 3 equal groups. Assign one group the trial-and-error group, the next group the planning group and the last group the goal-setting group.

Ask each group to write a short play describing a situation where an individual completes a task using the approach assigned to the group. The situation can be a real one they have seen or an imaginary one.

Allow the rest of the period or an adequate length of time for students to work on their plays.

HANDOUT #10

Achievement
Motivation
Goal A
P.I. 1, 2, 3
Grade 7

EVALUATION: Students should be able to:

- describe planning, trial-and-error and goal-setting approaches to task accomplishment
- describe situations using the trial-and error, planning and goal-setting approaches
- evaluate the results of the 3 approaches

(See Evaluation Form for "3 Approaches.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM
3 Approaches
Achievement Motication Goal A Grade 7

Students are able to:

1. describe planning, trial-and-error and goal-setting approaches to task accomplishment.
2. describe situations using trial-and-error, planning and goal-setting approaches
3. evaluate the results of the 3 approaches

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Describe	Situations	Evaluate
1			
2			
3			
4			
5			
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Achievement Motivation
Goal A
P.I. 1, 2, 3
Grade 8

Realistic Goals

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will contrast goals they desire to complete with goals they expect to complete.
Performance Indicator(s): Students will be able to provide examples of goals they desire to complete, choose the goals they expect to complete and discuss the difference and analyze the factors that cause a desired goal to become a completed goal.

Activity Objective

Students will discuss their desired and expected goals.

Activity

Total Time: one class period
Suggested Subject Matter Area: language, social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Divide the class into groups of two or three. Have each group member take turns discussing goals they would like to complete. Each person should have a list of approximately 5 goals.

Now have the group members take turns discussing which of the goals they realistically expect to complete. They should be able to pick 2 goals each. Have the students discuss why they are more confident that they will complete those goals.

As a class, have students discuss what were some of the factors that would cause a desired goal to become a completed goal. They should discuss such factors as:

- actual capability in that goal area
- value or priority placed upon that goal
- availability of time
- encouragement from others
- use of consistent and accurate evaluation

HANDOUT #10

EVALUATION: Students will be able to:

- provide 5 examples of goals they desire to complete
- discuss 2 goals they expect to complete and why they expect to complete these goals before the others
- analyze factors that cause a desired goal to become a completed goal

(See Evaluation Form for "Realistic Goals.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM
Realistic Goals
Achievement Motivation Goal A Grade 8

Students are able to:

1. provide 5 examples of goals they desire to complete
2. discuss 2 goals they expect to complete and why they expect to complete these goals before the others.
3. analyze the factors that cause a desired goal to become a completed goal

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Desired	Expect	Analyze
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
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19			
20			

Achievement Motivation
Goal B
P.I. 1, 2, 3, 4
Grade 8

Steps In A Task

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will examine the process and sequence of task accomplishment.
Performance Indicator(s): Students will be able to examine the analysis and planning aspects of task accomplishment, examine the "doing" portion of task accomplishment, examine the aspect of evaluating the achievement of a task, summarize the basic steps of task accomplishment and discuss the importance of the sequence of those steps.

Activity Objective

Students will discuss the basic steps of task accomplishment and their importance.

Activity

Total Time: 2 or 3 class periods
Suggested Subject Matter Area: language, math
Materials/Resources: pencil for each student
Educator's Preparation: prepare a copy of resource pages for each student; be familiar with entire activity.

Directions:

Ask the students to imagine themselves in a kitchen for this activity. A cook has to use many skills in the kitchen. Ask the class to suggest things a cook needs to be able to do. Yes, following directions is very important. Yes, taking the steps in order is very important: a cake gets frosted after it's baked, not before. But there are many things a cook has to figure out. Things like gathering ingredients and utensils. Figuring out what went wrong if the finished product doesn't turn out the way it should.

Distribute copies of the recipes on the resource page. Ask the students to select a recipe that they'd like to read and find a partner who wants the same recipe.

Then distribute copies of the resource pages "Steps in a Task." Read through the whole sheet as students follow along. Where necessary, have students give examples for clarification.

Tell the students that many of our life tasks involve doing lots of little things in order, then evaluating the results. Discuss how the steps on Resource Page can be useful for other tasks.

HANDOUT #10

EVALUATION: Students should be able to:

- describe the steps involved in task analysis
- describe the planning aspects involved in task analysis
- discuss 3 important aspects of the "doing" portion of task accomplishment
- discuss 3 methods of evaluating task achievement
- discuss the 9 basic steps of task accomplishment and why their order is important

(See Evaluation Form for "Steps In A Task.")

Resource Page for
"Steps in a Task"

Suggested for use with "Steps In A Task."

RECIPES

BETTY CROCKER'S COLE SLAW

Ingredients

2 1/2 cups finely shredded, chopped or grated cabbage
1 tsp. salt
salad dressing or mayonnaise mixed with a little cream

Procedure

Place cabbage in vegetable crisper or covered dish in refrigerator for two or more hours.

Then sprinkle with the salt. Moisten with salad dressing or mayonnaise.

Toss lightly with a fork. Serve immediately.

Serves 4 people.

MINI PIZZAS

Ingredients

1 can of 10 refrigerator biscuits
1/2 can (8 ounces) of tomato sauce (not paste)
1/2 lb. ground beef
1/4 tsp. salt
10 small slices of cheese
Italian seasoning (herbs)

Procedure

Pat and push the biscuits into circles about 4 inches across. Put on a baking sheet. Put about 1 tablespoon of tomato sauce on each. Sprinkle very lightly with the Italian seasoning. Bake at 400° until lightly browned (about 10 minutes).

Resource Page for
"Steps in a Task"

Suggested for use with "Steps In A Task."

RECIPES

MINI PIZZAS

While the mini pizzas bake, crumble the meat into a hot skillet and brown over low heat. Pour off grease and add salt.

Turn oven down to 325° (low). Put some meat and the cheese on each mini pizza. Heat pizzas in oven until cheese is melted. Eat and enjoy!

Makes 10 mini pizzas.

HOPE'S EASY ICE CREAM

Ingredients

6 eggs
2 cups sugar
1 Tbsp. vanilla
1/2 tsp. salt
4 cups half and half
4 cups whole milk

Procedure

Beat eggs thoroughly in mixing bowl. Continue beating while adding sugar slowly to be sure sugar is dissolved. Add remaining ingredients. Mix well. Put in freezer can. Replace cover and paddles. Put freezer into the bucket. Pack ice around the freezer can. Add ice cream salt to get ice water, keeping the bucket full. Churn until solid. Take the paddles out of the can before storing in the freezer.

Makes 1 gallon of delicious ice cream.

Suggested for Use with "Steps In A Task"

STEPS IN A TASK

1. What is the task?

   _____

2. What are the steps (from gathering ingredients and supplies to cleaning up)? List them -- 1, 2, 3, etc.

3. How will you know if the task is well done? _____

   _____

   _____

4. How will you know if the task is not well done? _____

   _____

5. Suppose the task is not well done and the product does not turn out right (it "flops"). How can you find out what went wrong? _____

   _____

6. Suppose it does not turn out right. Finding out what went wrong is the first step in correcting a mistake. What might be your next step?

   _____

   _____

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM
Steps In A Task
Achievement Motivation Goal B Grade 8

Students are able to:

1. describe the steps involved in a task analysis
2. describe the planning aspects involved in task anaylsis
3. discuss 3 important aspects of the "doing" portion of task accomplishment
4. discuss 3 methods of evaluating task achievement
5. discuss the 9 basic steps of task accomplishment and why their order is important.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Steps	Planning	Doing	Evaluating	Steps
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
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16					
17					
18					
19					
20					

Achievement Motivation
Goal A
P.I. 1, 2
Grade 10

Time Crunch

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will analyze how planning the use of their time contributes toward their effectiveness in their life roles.
Performance Indicator(s): Students are able to explain the benefits of planning the use of their time and analyze how planning contributes toward effectiveness in their life roles.

Activity Objective

Students will explain the benefits of planning the use of their time and analyze how such planning contributes toward effectiveness in their life roles.

Activity

Total Time: two class periods
Suggested Subject Matter Area: social studies, language arts, home economics, business education
Materials/Resources: copy of resource page for each student
Educator's Preparation: Prepare resource page handouts for the students, be thoroughly familiar with the activity

Directions:

Explain to students that they are to interview a consenting adult on how they plan and use their time in their occupation, in their education and in their leisure. Hand out copies of "Interview Questions - Ideas" sheet and explain that these are questions to get the interview rolling. Students do not need to ask them all and should be encouraged to ask others as well.

Allow time in class for students to share the comments obtained from the interview.

HANDOUT #10

EVALUATION: Students should be able to:

- include in their explanation that planning the use of their time benefits them by increasing efficiency, lessening stress and creating a tendency toward a relaxed and confident attitude
- include in their analysis one example of how planning contributes toward effectiveness in their leisure role and as a family member, a learner, a citizen, a consumer and a producer

(See Evaluation Form for "Time Crunch.")

Interview Questions - Ideas

1. How do you plan the use of your time?

2. Do you use any devices for helping you plan the use of your time, such as calendars, appointment books, others?

3. What are some consequences you have experienced in your work when you did not plan your time?

4. What are some consequences you have experienced in your education when you did not plan your time?

5. What are some consequences you have experienced in your leisure time when you did not plan your time?

6. Could you give some advantages you feel there would be if consumers planned their time more effectively?

7. How could consumers plan their time more effectively?

8. In your occupation, could you give some advantages of planning the use of time?

9. How could a person in your occupation plan his time more effectively?

10. What do you think would be some advantages of family members planning their time more effectively? How could they do this?

11. What do you think would be the advantages of students effectively planning their time and do you have any suggestions how this could be done?

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Time Crunch
Achievement Motivation Goal A Grade 10

Students are able to:

1. include in their explanation that planning the use of their time benefits them by increasing efficiency, lessening stress and creating a tendency toward a relaxed and confident attitude
2. include in their analysis one example of how planning contributes toward effectivenss in their leisure role and as a family member, a citizen, a consumer and a producer

Check (✔) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Benefits	2. Effectiveness
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
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Achievement
Motivation
Goal A
P.I. 1, 2
Grade 11

Personal Goals

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will evaluate their ability to set goals and their use of the planning process in helping to achieve those goals.
Performance Indicator(s): Students will be able to discuss their ability to set goals and describe their use of the planning process in helping to achieve their goals.

Activity Objective

Students will list some goals and discuss how the planning process can help to achieve them.

Activity

Total Time: One class period
Suggested Subject Matter Area: Social studies/language
Materials/Resources: Hat
Educator's Preparation: Be familiar with entire activity

Directions:

Have each student write a personal goal or career choice (without signing his or her name) on a scrap of paper and drop it into a hat. Have each student draw out a scrap of paper and write the stated goal or career on a clean sheet of paper. Under it, the student will list five behaviors, actions or skills which will help a person attain that goal or career.

Discuss how the planning process can help them to achieve their goals. In the planning process, they should include such things as:

- planning the time allotted for preparation and reaching the goal
- planning use of materials, energy, money, effort, etc. in reaching the goal
- planning the steps involved in reaching the goal
- planning and anticipating the expected results in reaching the goal

HANDOUT #10

Achievement
Motivation
Goal A
P.I. 1, 2
Grade 11

EVALUATION: Students should be able to:

- discuss their ability to set immediate goals
- discuss their ability to set long-range goals
- describe one immediate goal and one long-range goal they have set for themselves
- describe those elements involved in the planning process

(See Evaluation Form for "Personal Goals.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM
Personal Goals
Achievement Motivation Goal A Grade 11

Students are able to:

1. discuss their ability to set immediate goals
2. discuss their ability to set long-range goals
3. describe one immediate goal and one long-range goal they have set for themselves
4. describe those elements involved in the planning process

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Immediate	2. Long-range	3. Describe	4. Planning
1				
2				
3				
4				
5				
6				
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Achievement Motivation
Goal A
P.I. 3
Grade 11

YOUR FUTURE AND PLANNING

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will evaluate their ability to set goals and their use of the planning process in helping to achieve those goals.
Performance Indicator(s): Students will be able to evaluate their strengths and weaknesses in goal-setting and planning.

Activity Objective

Students will evaluate their ability to plan and set goals.

Activity

Total Time: Two or three class periods
Suggested Subject Matter Area: Social studies, language
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

After researching five careers and reporting extensively on one, find one choice. The student will write the necessary steps, from today forward, in meeting this goal.

After teacher's examination of these plans, a class session will be devoted to discussing them. During this discussion, have class members be aware of their own strengths and weaknesses in goal-setting and planning. Discuss in small groups how they might be able to strengthen areas that they feel are weak.

EVALUATION: Students should be able to:

- evaluate their strengths and weaknesses in goal-setting and planning
- discuss how they might strengthen those areas they have determined to be weak

(See Evaluation Form for "Your Future and Planning.")

HANDOUT #10

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM
Your Future and Planning
Achievement Motivation Goal A Grade 11

Students are able to:

1. evaluate their strengths and weaknesses in goal-setting and planning
2. discuss how they might strengthen those areas they have determined to be weak

Student Name	1. evaluate	2. strengthen
1		
2		
3		
4		
5		
6		
7		
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Activity 3: "Writing An Activity"

Objective: Participants will work together within small groups to consensually create a competency-based activity.

Preparation: Ask participants to examine the appropriate Activity Sheet, Worksheet #7, for their grade level. Go over the format with them. The Guidance Area is Achievement Motivation; they may choose either Goal A or Goal B and the corresponding competency for their grade level or subject area. Instruct the groups to choose the goal and accompanying competency in which they are more unfamiliar. Using the process described in "Steps in Competency-Based Activity Writing," Worksheet #6, the "Activity Ideas," Handout #11, the "Activity Sheet," Worksheet #7 and their own creative ability, they are to complete the "Steps" and "Activity" worksheets. Instruct the small group to discuss and fill in their "Steps" worksheet first.

When the groups have completed their "Steps" worksheet, they are to consensually write an activity based on their selected competency using the "Steps" worksheet as a guide. Upon completion, ask each group representative to share a brief overview of their group's activity.

Achievement
Motivation
Goal A
P.I.
Grade K

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will describe what job they desire to do when they "grow up."
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P.I.
Grade K

Achievement Motivation
Goal A: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will describe tasks they can accomplish at home.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET #7

ACTIVITY IDEAS

Grade: Kindergarten
Content Area: Achievement Motivation

At the beginning of the year, have the students draw a picture of an occupation that interests them. Then save the papers. Repeat the drawing activity at the end of the year. Have the students compare the two pictures. Note any changes and ask the students to try to think of why they changed their minds.

* *

At the beginning of the year, take a survey of what types of jobs the students think they would like to have when they grow up. Then schedule persons who are involved in those occupations to come sometime during the school year and speak to the class about their jobs.

* *

Have students draw pictures of responsibilities they have at home. Share pictures and explanations of them with the other students. Ask questions such as:

-- Do you enjoy doing your work?

-- What happens if you do not do it or if you do a poor job?

-- How do you feel if you do a good job?

-- Do your younger brothers or sisters have the same responsibilities as you? Why?

-- What's your reward for doing a good job?

Achievement
Motivation
Goal A
P.I.
Grade 1

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will recognize that there are different ways for getting tasks accomplished.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET #7

Achievement
Motivation
Goal B
P.I.
Grade 1

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will describe tasks they can accomplish at school.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

ACTIVITY IDEAS

Grade: First
Content Area: Achievement Motivation

To introduce the concept of planning say, "We make plans every day about what we are going to do that day. We make plans for coming days, too. These coming days are called future days. Who can tell us about some plans you have made for future days? Have you ever made plans to visit your grandparents or to go to the movies?"

Ask for volunteers to role play:

-- getting ready for Christmas.
-- getting ready for a trip.
-- getting ready for a wedding.
-- getting ready to go to the library.

Then say, "What were some of the things these people did to get ready for something? What would happen if they had not planned their activity?"

***

Divide the chalkboard into three sections: get ready, work and clean up. As the students suggest how to go about a project, ask them when each task might need to be done. Put a check mark under the appropriate heading as the students suggest each task. Then summarize the discussion by saying you would *get ready* first. Then you would *work*. Then you would *clean up last*.

Get ready	Work	Clean up

Carry through a short project in this manner.

***

Divide the class into several groups. Allow each group to "act out" a task they can accomplish at school. The other students are to guess what they are acting out. Allow each group a turn. Follow up the activity by discussing the many tasks they are able to do at school.

HANDOUT #11

Achievement
Motivation
Goal B
P.I.
Grade 2

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will describe tasks that are carried out by self and others and the purposes of those tasks.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET #7

ACTIVITY IDEAS

Grade: Second
Content Area: Achievement Motivation

Allow students the opportunity to plan one of their school parties: Halloween, Winter Holiday or Valentine. This is such a relevant activity that it may be worthwhile having a party of some kind just so students can plan it. Simply divide students into three committees: games, decorations and refreshments. Remind them to use the ideas of everyone. Help students in their committees to determine three stages of activity: Getting Ready, Party, Clean Up.

***

Decorate a can and write *WHY?* on it. Before class time, write out several student, family, worker tasks on individual pieces of paper and put these in the can. Allow each student to have one turn choosing a piece of paper, reading the task or job to the class (with help from a classmate or teacher when needed) and telling the class why that task needs to be done - its purpose.

***

Ask the students to pretend that they are shipwrecked. They should pretend that you are the leader. As such, it is your responsibility to see that everyone has food and shelter and can live together peacefully. Ask the students to help you make a list of all the tasks which will need to be done. Have them paint individual pictures or a mural to illustrate all the tasks that will need to be done.

Achievement
Motivation
Goal A
P.I.
Grade 3

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will describe the trial-and-error approach to a task.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P.I.
Grade 3

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will describe ways they judge if they have satisfactorily accomplished their tasks.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

ACTIVITY IDEAS

Grade: Third
Content Area: Achievement Motivation

Announce to the class that they will be giving a program in a few days for the second grade class. (Make prior arrangements with the second grade teacher.) Tell students that they are to write down on a piece of paper what they would like to do in the program. Do not allow them to talk with each other. Collect the papers and while the students are doing another activity, outline the many different ideas on one side of the chalkboard. Above these ideas write *TRIAL AND ERROR.* Discuss with the students some of the problems involved when everyone does his/her own thing (e.g., takes too much time, duplication, etc. On the other side of the board write *PLANNING.* Then proceed to plan with the students an organized program.

***

As the students are planning the above program, have them specify how they will know if they did a good job or not. Title these ideas *EVALUATION.* When the program is finished, go through the evaluation list and discuss the results.

Have the students use the following form to <u>evaluate</u> when they feel successful:

WHERE MY SUCCESSES TOOK PLACE	WHAT THEY WERE	HOW I KNEW I HAD SUCCEEDED					
		I helped somebody.	I did it well and it felt good.	I was given some-thing.	I got somebody to do something.	I learned something new.	My family was proud of me.
AT HOME	1. 2. 3.						
AT SCHOOL	1. 2. 3.						
WITH MY FRIENDS	1. 2. 3.						

My biggest success was _____. In the future I want to succeed _____.

HANDOUT #11

Achievement
Motivation
Goal A
P.I.
Grade 4

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will describe the planning process and compare it to the trial-and-error approach.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET #7

Achievement
Motivation
Goal B
P.I.
Grade 4

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will describe steps they follow in producing a product or task they take pride in.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET #7

ACTIVITY IDEAS

Grade: Fourth
Content Area: Achievement Motivation

Indicate to the students that the purpose of this activity is to compare the trial-and-error approach and the planning process. Explain to the class that what we wear often tells something about ourselves. Our clothes talk in their own way. Clothing can say that we are quiet or loud, clean or not, sloppy or neat, caring about our health or not, etc.

First consider dressing by trial-and-error. Ask the students to write down the kinds of clothing they will wear tomorrow. Have them use detail (e.g., cleanliness, color, type of materials, sleeve and hem length and accessories). Then read to them a situation you have created that will be opposite to what they expect (e.g., you are speaking in front of all the school tomorrow, you have to go visit your friend in northern Minnesota where the temperature is 10°F, you are playing in the intermural baseball game playoffs after school, etc.). Ask if their outfit is appropriate for the situation. Go through this process one more time.

Then brainstorm things they need to check ahead of time before they can plan their clothing for the next day (e.g., activities they will be involved in, the weather forecast, the image they wish to project, etc.). Read a situation to the students and then allow them to plan clothing they would like to wear. Again have them include details.

Ask which method they preferred, trial-and-error or planning, and why. Also ask them to describe other situations where they have used these different approaches.

***

Ask the students to think of a place in the community that needs beautifying. You may want to take them on a walk to survey what the community's beautification needs may be: repainting, cleaning up, picking up trash, planting, landscaping or mural painting. Then have the class prioritize all the needs they have observed. Call the city offices to get the name of the person who is responsible for the need which is the top priority of the students. Invite him or her to speak to the students about his or her work. Have the students point out the need and present a beautification proposal, describing costs and the donated labor. It will impress this official if the proposal includes details of what will be done and by whom. When the proposal is authorized, funded or approved, let the students begin working. Bring your slide camera or have a parent take pictures. Invite the press to chronicle the project for the local paper. In addition to helping students plan and carry out their project, have them specify ways they plan to evaluate the success of their project.

HANDOUT #11

Achievement
Motivation
Goal A
P.I.
Grade 5

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will define the meaning of "goal" and describe some goals they have achieved.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P.I.
Grade 5

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will describe task analysis and how it contributes toward task accomplishment.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET #7

ACTIVITY IDEAS

Grade: Fifth
Content Area: Achievement Motivation

All of us have goals. Some of them may seem so insignificant we do not think of them as goals. If you want something and are going to try to get it, you are striving for a goal. If you want to make an "A" on your grade card, this is a goal. Usually when you set a goal, there will be some barrier you have to overcome to attain that goal. Below are some examples of results that could happen in setting the goal of making an "A" in math on your grade card.

GOAL	BARRIER	RESULT
"A" on your grade card	Wanting to watch TV more than you want to study	"C" on your grade card

Your goal was not achieved. If you do not want to remove the barrier (turn off the television and study), then you can do one of three things:

1. Accept the "C" and forget the "A", realizing it is your fault.
2. Blame the "C" on the teacher or some other circumstance and not face the reality of the situation.
3. Turn off the television, study and continue trying to achieve your goal. Since the only barrier in this case is whether or not you want the "A" badly enough to overcome the barrier, the decision is yours. However, there may be other pressures besides your own "want to" that may make you strive for the goal. A threat from your parents or teacher or a promise of a reward may make you strive harder or give up entirely. Again, the decision is yours.

GOAL	BARRIER	RESULT
"A" on your grade card	Lack of ability even though you do study	"D" on your grade card

Your goal was not achieved. This time you cannot control the situation because you do not have the ability. Your goal is set too high. You can do one of two things:

1. Accept the fact you do not have the ability and strive for a lower grade.

2. Keep trying to achieve that goal and become frustrated at failure.

HANDOUT #11

You may have pressures from parents or teachers to achieve the grade whether or not you have the ability. A sense of failure may cause you to completely abandon your goal and quit trying.

Have each student list a goal, a barrier and a result if the barrier is not removed.

***

Acquaint the students with the biography of a famous person with a handicap. Invite to the class a handicapped person to describe the events which changed his or her life goals and the new goals he or she now has.

Help sensitize the students to the struggle of these people for "normal" life styles.

***

Allow the students to plan their own Valentine's party. Brainstorm with the students all the details and plans that must be made before the party can take place. In other words, analyze the task. Once the major areas have been identified, divide the class into small groups and let each group be responsible for an area. The small groups should then <u>analyze</u> their own responsibility and write down their plans, when and where these plans will be done, who will be taking part in these plans, etc. The papers should be turned into the teacher for approval (to check feasibility) and then returned to the group to be carried out.

***

Achievement
Motivation
Goal A
P.I.
Grade 6

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will predict five goals they would like to achieve within five years.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P.I.
Grade 6

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will describe methods of evaluating progress and how these contribute toward task accomplishment.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET #7

ACTIVITY IDEAS

Grade: Sixth
Content Area: Achievement Motivation

Discuss juniors and seniors in high school and some of their activities and interests (e.g., sports, dating, planning for college, etc.). Have the students list at least three goals they would like to have accomplished by the time they are juniors in high school.

***

Discuss the word "goal." Explain how we all have goals we would like to achieve. Ask the students to think of some goals they would like to achieve within the next five years. If the equipment and funds are available, help the students produce a slide show called "Five Years of Their Ideas Are Role Played and Photographed."

***

Have the students complete this or a similar form to stimulate their thinking about goal-setting and planning:

1. Please put a check under "I Am Now" and beside the characteristics that you think describe you.
2. Then go back and put an "X" under "I'd Like to Be" and beside those you would like to be better in.

CHARACTERISTICS	I Am Now	I Would Like to Be
Honest		
Helpful		
Happy		
Friendly		
Considerate		
Cooperative		
Studies a lot		
Neat		
Responsible		
Cheerful		
Pleasant		
Takes turns		
Shares		
Works quietly		

Now look at the things you checked in the second column and choose two that you would like to work on. List two things you could start doing right now to improve in these areas.

1. _____ 2. _____

HANDOUT #11

***

Ask the students to imagine they can be placed in a machine that will change them into anything they want to be. They should think about physical, social, emotional and intellectual characteristics. Have them select from their stories those changes which could be converted to realistic goals and write a few of these goals. Then have them write one action or thing they can do which will help them achieve each goal.

***

Tell the students they will have two (imaginary) days to do anything they wish to do. Then have then draw or illustrate what they will choose to do in the morning, afternoon and evening of each day. When they have completed their imaginary days, have them look over their choices to see which things they could actually do if they rearranged their time in some way. The goal is to help them become aware of the control they can have over their choices and to be able to set and attain more goals.

***

Have the students each make and illustrate a New Year's resolution and a first step in accomplishing the resolution. Let them share the resolutions and first steps with each other. Then post them on a bulletin board. In a few weeks have a progress check. Have the students evaluate themselves and their progress by "grading" their own resolution papers:

S = Satisfactory progress
N = Needs to improve
I = Is improving
U = Unsatisfactory progress

***

Help students brainstorm all the different ways evaluation of progress takes place in public schools. Then allow them to rank those methods according to those they prefer. Discuss why they prefer their top three methods over the others. This information could prove very helpful to teachers in relating to students in communicating progress.

***

ACTIVITY IDEAS

for

Grades 7-12

Since secondary schools are mostly grouped across grade levels, it may be more appropriate to group activities by subject matter rather than grade level. Therefore, the ideas presented here are under subject matter areas. The activity forms are still by grade levels. Use your discretion in the way these are presented.

Achievement
Motivation
Goal A
P.I.
Grade 8

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will contrast goals they desire to complete with goals they expect to complete.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET #7

Achievement
Motivation
Goal A
P.I.
Grade 7

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will describe ways they have seen others use planning, the trial-and-error approach and goal-setting.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET #7

Achievement
Motivation
Goal B
P.I.
Grade 7

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will describe methods and effects of evaluating achievement.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET #7

Achievement
Motivation
Goal B
P.I.
Grade 8

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will examine the process and sequence of task accomplishment.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal A
P.I.
Grade 9

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will evaluate the importance of setting realistic goals and striving toward them.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P.I.
Grade 9

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will analyze a specific task they wish to accomplish.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET #7

Achievement
Motivation
Goal A
P.I.
Grade 10

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will analyze how planning the use of their time contributes toward their effectiveness in their life roles.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET #7

Achievement
Motivation
Goal B
P.I.
Grade 10

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will use a variety of methods to evaluate progress and achievement of a specific task.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET # 7

Achievement
Motivation
Goal A
P.I.
Grade 11

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will evaluate their ability to set goals and their use of the planning process in helping to achieve those goals.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P.I.
Grade 11

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will assess their present ability to analyze, accomplish and evaluate tasks.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal A
P.I.
Grade 12

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will assess their ability to achieve past goals and integrate this knowledge for the future.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P.I.
Grade 12

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.
Competency: Students will predict how task analysis and evaluation may apply to their achievement of future goals.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

WORKSHEET #7

Subject: Fine Arts

Content: Achievement Motivation

Goal A: Students will develop and incorporate skill in planning and setting goals.

Activities:

Many instrumental music teachers have a system of "challenges" as a way to motivate students to practice. This practice advances them to higher positions or helps them maintain their first-chair status.

Point out that they are using goal-setting and planning to do this. The goal is to advance toward or to maintain first-chair status. The plan is to practice.

****

With an on-going project such as painting or macrame, have students write down the date when it can be realistically completed. Then have them break the time into blocks and the whole project into steps. Have them write down target dates for completion of the various steps. They might want to use something like this:

Name_____

Project_____

Completion Date_____

Steps	Target Date
1.	
2.	
3.	
4.	
5.	

****

HANDOUT #11

Subject: Fine Arts

Content: Achievement Motivation

Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.

Activities:

Many artists teach to support themselves while getting established.

Each student shall prepare a demonstration and lesson plan to present to the class. Outlines should include:

--activity description
--procedure
--materials needed
--instructions for use of materials

****

In small groups the students will produce games. They will have to develop the concepts and design the boards or other equipment needed. They will also create the packages and commercials for their games.

****

Have each student bring a headline naming a person. For example, "Shah Appoints Former Spy to Head Secret Police."

Have them each prepare a cartoon assessment of the situation, its participants and the ramifications.

****

HANDOUT #11

Subject: Practical Arts

Content: Achievement Motivation

Goal A: Student will develop and incorporate skill in planning and setting goals.

JOB ENTRY TOOLS

Tell the class that they are going to look at and try out the major steps leading to job entry. At least once and probably several times during the course of their future lives, they will have need of the skills involved in successful completion of these job entry procedures.

1. Review the importance of maintaining a personal portfolio. Ask the students to check the contents of their collection of personal data and then talk together about what they have thus far put in their portfolios.

   - If one of your friends were to find your portfolio (and it lacked any direct reference to your identity, such as your name) would he or she know you were the owner of it?

   - What if a stranger found it, would it act as an adequate introduction to you?

   - How do you feel about this collection of personal data? Is it complete in your estimation? What would you like to add?

2. Explain to the class that maintaining a personal portfolio such as they have begun to assemble can be very helpful as they take steps to enter a job or post secondary training and/or study. They will be called upon to provide information about themselves in an up-to-date resume, job or school applications, interviews and letters of application. Keeping such information current and together close at hand will not only help them maintain self-awareness but also save them time in the future when searching for school records, transcripts and license forms (such as teaching certificates). It is, as a matter of fact, these latter records that may be lacking in their portfolio now, unless they have already added such data on their own. Tell the students that you are going to spend some time now concentrating on these kinds of portfolio additions.

3. Distribute copies of "High School Record" to each class member. Introduce this school record form and allow students some time to fill in the information. Remind the class that in the future, as they train and otherwise prepare for specific occupations, they will be adding to their portfolios training records and/or college transcripts.

HANDOUT #11

They may need to do some work on this outside of class. They should check their completed course titles and number of credits with their advisor or counselor (whoever has their school record).

Completed sheets are to be added to the portfolios.

4. Personal data is another necessary component in a complete file of self-information. Distribute copies of the activity pages and again provide time for completion of the sheets before they are submitted into the portfolios.

   Answer any questions the students might have about the "Personal Data" form. If they need to gather additional information outside of the class (such as health insurance coverage), urge them to remember to do so. Seeking out these answers now will save them time later on when they may need quick access to such information.

5. Introduce the class to the personal document known as the "resume."

Richard Bolles (1972, p. 130) suggests the following as a valuable aid in this area: "Source List of Resume Writing Guides," Education and Training Associates, P. O. Box 304, Dunellen, New Jersey 08812

A resume, similar to a personal data sheet but more compact, should ideally be limited to a single page which will offer a prospective employer an informative introduction to the applicant. An individual's resume should be typed on good quality paper (no mistakes or careless erasures) and the format should be tidy and easy to read. A copy of all resumes should always be retained; however, copies should never be submitted when applying for a job. A resume should be written with a specific job in mind and, therefore, slanted accordingly. (Employers know and expect this--carbon copy or duplicated resumes just do not make a good impression!)

Ask everyone in the class to write their resumes. They should keep the following points in mind:

- the purpose of the resume is to make a favorable impression (it may well initiate an interview and serve as a reminder afterwards)
- keep the recipient of the resume in mind (be sure to briefly state how or why you will be an asset to the organization)
- identify key personal data facts (name, address, phone, marital status), educational and employment background, special qualifications and references (be sure to notify and get permission from whomever you list as a reference).

Check over finished resumes with students. These should go into the portfolio.

6. Ask the students to choose a local firm or organization in which they would be interested in working.

> The idea of this activity step and the following one is not to make a final job choice but rather to learn about job application letters and forms. Therefore, in order to expedite getting a sample application form with which to work in step (7), a local work setting should be chosen. Though a student may be planning to move away from the city or perhaps be intending to continue on in school, for purpose of this activity the sample application form will be easier for the student to work with if it relates to a field of interest to him or her.

With this work setting in mind, each student is to compose a letter of application to the prospective employer. The letter format should be proper (your business education or typing teacher can provde a sample form if necessary) and the body of the letter should be brief and to the point (state reason for writing, mention outstanding qualifications, note enclosure of resume, state request for an application form or interview). Letters (just like resumes) are to be typed neatly on good quality paper and a copy would always be saved.

After the letters are written, check over them with the students. These completed samples are to be kept in the portfolios and will be handy examples for future reference. If any of the students are currently seeking employment and want to mail their letters, urge them to do so. If they are willing, ask them to report later on the results.

7. Talk about the importance of filling out a job application form. This particular job entry step can be a crucial one since in a number of cases companies refer to completed application forms when comparing large numbers of applicants. Hiring choices are sometimes based primarily, if not solely, on the basis of these forms.

Ask the students to call or write to the local firm or organization they chose in the preceding activity step (6) and request a job application form. When they receive the form they are to read it over in its entirety and then neatly and accurately fill it out (print or type) following the directions carefully.

Check over the completed forms and then ask the students to file them in their portfolios. Again, ask any students who choose to send in their applications to share the resulting experience with the rest of you in the class.

8. Spend some time with another important step in securing a job--the interview. Open up a class discussion by asking the students what they think are important things to keep in mind when interviewing for a position. The following points should be covered during the discussion:

   - Appearance says a lot about the interviewee--he or she should be neat, clean and simply attired.
   - Be courteous. Remembering and correctly pronouncing the interviewer's name, arriving on time, shaking hands, speaking clearly and refraining from smoking unless invited to do so are all common courtesies which of course become magnified in the job interview.
   - Be alert and perceptive. Listen to the questions, think through the answers and state them briefly but adequately.
   - This is not a one-sided affair with the interviewee standing trial. Do not be afraid to ask questions of your own. Do not dominate the interview in this respect but a few questions on the part of the interviewee indicates interest.

9. Give the students a chance to gain some insight and a feel for the job interview experience by role playing the situation. One pupil should take the part of the interviewer and another pupil should assume the role of interviewee. The remainder of the class will observe and then comment.

10. Repeat step (1) of this activity. Ask the students to check the contents of their personal portfolios now and talk about how representative these are as self-profiles.

    - What new things does it tell you about yourself?
    - How would it strike a future employer? One of your relatives? Your best friend? A stranger?

Subject: Practical Arts
Content: VII
Goal: A

HIGH SCHOOL RECORD

School Name: Address:

Principal's Name:

Graduation:

Grade 9 Total Credits Earned: _____

Course Title	Credit	Grade	Required/Elective	

Grade 10 Total Credits Earned: _____

Course Title	Credit	Grade	Required/Elective	

Grade 11 Total Credits Earned: _____

Course Title	Credit	Grade	Required/Elective	

Grade 12 Total Credits Earned: _____

Course Title	Credit	Grade	Required/Elective	

Subject: Practical Arts
Content: VII
Goal: A

PERSONAL DATA

Date: _____

Name: _____
(last) (first) (middle)

Social Security Number: _____

Birth Date: _____
(day, month, year)

Place of Birth: _____
(city, state, zip code)

Father's Name: _____
(last) (first) (middle)

Father's Date of Birth: _____ Birthplace: _____

Father's Occupation: _____

Mother's Name: _____
(last) (first) (middle)

Mother's Date of Birth: _____ Birthplace: _____

Mother's Occupation: _____

Brothers and Sisters:

Name:	Birth Date:	Occupation:

Education:

School Name:	Location:	Grades Attended:	Dates:

Subject: Practical Arts
Content: VII
Goal: A

Health:

Blood Type: _____ Eye Prescription: _____

Allergies: _____

_____

Type of Immunizations: Date Received:

_____ _____

_____ _____

_____ _____

Type of Major Illnesses: _____

_____

_____

Insurance Coverage: _____

_____

Employment Record:

(1) _____ _____
(employer) (address)

_____ _____
(name of immediate supervisor) (his or her position)

_____ _____ _____
(your position) (wage) (dates employed)

_____
(description of your duties)

_____

_____

_____

Subject: Practical Arts
Content: VII
Goal: A

(2) _____ _____
(employer) (address)

_____ _____
(name of immediate supervisor) (his or her position)

_____ _____ _____
(your position) (wage) (dates employed)

_____
(description of your duties)

_____

_____

_____

(3) _____ _____
(employer) (address)

_____ _____
(name of immediate supervisor) (his or her position)

_____ _____ _____
(your position) (wage) (dates employed)

_____
(description of your duties)

_____

_____

_____

Other work experiences and skills:

_____

_____

_____

_____

_____

Subject: Practical Arts
Content: VII
Goal: A

References: (People other than relatives who know you well)

(1) _____ _____
(name) (address)

_____ _____
(business address) (business phone)

_____ _____
(profession or position) (relationship with you)

(2) _____ _____
(name) (address)

_____ _____
(business address) (business phone)

_____ _____
(profession or position) (relationship with you)

(3) _____ _____
(name) (address)

_____ _____
(business address) (business phone)

_____ _____
(profession or position) (relationship with you)

Extra-Curricular Activities:

Hobbies and/or favorite pasttimes:

_____

_____

_____

_____

_____

Subject: Practical Arts

Content: Achievement Motivation

Goal A: Students will develop and incorporate skill in planning and setting goals.

Activities:

From the newspapers cut out want ads, each pertaining to a different kind of job opportunity. Mount these on different sheets of paper. Underline the requirements that are stated in each advertisement. From these ads supply the information requested below.

Analysis of Want Ads

A. Brief description of job opportunity.
B. Amount of experience required.
C. Other qualifications: education, skills or special abilities, age, personality factors and physical requirements.
D. If you do not know very much about this job title look it up in the DOT or Occupational Outlook Handbook. Write out what you have learned about it on paper.
E. Write out what questions you would like answered about this job - what you need to know in order to decide whether to take the job or even look into it.
F. Pretend you are going to call this company or write a letter in response to the ads. Write out your telephone conversation or prepare a letter of application.
G. Is this a personal agency or a company? How can you tell? Hand these in to your teacher.

****

Have interested students plan weddings for themselves. They should include:

--guest list size
--rehearsal
--flowers
--reception
--food
--rings
--decorations
--clothing

Have them include sketches, diagrams, pictures and prices.

****

Subject: Practical Arts

Content: Achievement Motivation

Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.

Tell the class that once they have examined their skills and abilities and made their job choices, they will need to compare the two. It is necessary to determine whether or not they can realistically expect to assume the desired work role. This can only be determined by finding out about the training (academic, vocational, apprentice) required.

1. Focus for a while on the great variety of occupations that exist today. Pose the following question to the students - What would the world be like if we all ended up being what we as children had wanted to be when we grew up? It could well be a world of firemen, nurses, ballerinas and cowboys.

   Stretch the idea further and ask each student to name one work role he or she would like to assume during the next ten years. As the jobs are called out, write them on the board.

2. When everyone has contributed his or her occupation, tell the class that they are to imagine that they make up the total population of workers in an imaginary city. With that in mind discuss what life in that city would be like.

   - Is anyone involved in maintaining public welfare (safety, sanitation, etc.)?
   - What kinds of products are available to citizens (food, clothing, automobile fuel and parts, etc.)?
   - In what respects are people able to obtain services (appliance repairs, medical care, funerals)?
   - Are there any recreational facilities (parks, theatres, bowling alleys)?
   - How is home maintenance carried out (cleaning, child care, laundry)?

3. Now ask the class to suppose that a wedding is to take place in this imaginary city. Discuss the implications of planning and carrying out such an affair with only the workers listed on the board available to help.

   - Who will perform the ceremony?
   - Are the bride and groom able to obtain preferred attire?
   - Will there be a wedding cake?
   - How about pictures?
   - Where will the reception be held?

HANDOUT #11

4. Talk with the class about the fact that every worker in the multi-faceted world of work contributes to the whole; all jobs exist for a purpose. In thinking over their own future job possibilities, though it is necessary to narrow the field and study jobs grouped in a particular cluster, the students should try never to lose sight of the whole.

5. Explain to the class that you want them each to again think about several occupations in which they are especially interested. Suggest that they refer back to their personal portfolios and review any relevant materials such as the U.S.O.E. job cluster descriptions or notes concerning their specific skills.

   Ask everyone to list five jobs they feel are real possibilities as future work roles for themselves - those five occupations in which they are most interested.

6. The students are to now research their job selections and find out what training is required for the position they desire, where the training is available and how long the training period lasts.

> Invite your school counselor to make a presentation of the materials available in your school which offer occupational and educational information.

Suggest that the class members seek out their answers from every possible source:

- Use materials ~~on~~ hand in the classroom, in the school library or in the guidance center.
- Ask faculty/staff members in the school who may be involved in one of the jobs or in a related area.
- Inquire among relatives and friends outside of school.
- Call firms in town (or visit them in person) or individuals who are involved in the work.
- Check for resources at the local library.
- Visit an employment office.
- Obtain pamphlets or descriptive brochures from the U. S. Department of Labor.
- Visit the Career Planning Center of any local colleges or universities.
- Check for military information from local recruiting offices.

> This may seem like an overwhelming chore to the students. It is essential, however, that they learn how and where to seek out this type of information. Arouse their curiosity and interest by sending several students out of the class immediately to try out a couple of the suggested sources above and then return to the class and report of their finds. Have one student call a local firm, another briefly interview an appropriate person in the school and someone else check the books or kits in the library or guidance center.

Ask that everyone make notes as they gather facts about the training required for their job choices. These notes will be valuable additions to their personal portfolios. It will also be useful to have the facts written down later when sharing the information with the rest of the class.

7. During a class meeting several days later, check with the group and be sure to offer suggestions (or elicit some from the other students) if anyone is having trouble finding information. Allow some time for the pupils to report and share what they have learned.

****

The class, in groups of four or five, will disassemble and reassemble a piece of farm machinery such as a rake, plow or mower.

Subject: Math

Content: Achievement Motivation

Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.

Activities:

Have the students analyze the number of A's, B's, C's, and so on from a 1,000 letter passage, noting the probability of the occurence of each letter.

From the information gathered in the step above and a knowledge of the English language, have the students prepare and solve a cryptic message.

Have students do research on the Allied operation (Ultra Secret) that broke the German code during WW II and hastened the end of the war.

> A Bodyguard of Lies is a book which describes the interdependence of mathematicians and cryptologists during that war.

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Present this activity as a problem to be solved. Explain that a survey needs to be done of parents in the junior high regarding their job choices. You want to learn about:

a. their reason for working.
b. the rewards of the work.
c. training needed for the work.
d. availability of this kind of work.

Tell them you need to have responses from 100 parents. This means you will have to be able to tally the responses. The parents cannot write out answers.

Ask the students to think of categories under each of the four headings above. Divide the class into small groups. Have them devise survey forms. Make an acetate transparency (use the Thermofax machine) of each form. Present all the forms on the overhead projector. Have the whole class vote to select one. Proceed with the survey and the tallying. (Each small group can tally some of the forms.) Then have them express the results in percentages. Have them write paragraphs describing the survey and the results. Explain that statisticians and data managers have to be good at written language skills so they can explain the information.

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HANDOUT #11

Subject: Math
Content: VII
Goal: B

Using an ordinary deck of 52 cards, deal five cards to each student.

Use the ace as 1, the jack as 11, the queen as 12 and the king as 13.

Write a number between 1 and 500 on the board.

Each student is to use all 5 of the cards in his or her hand along with any mathematical symbols to get to the number that you have written on the board.

You may change the rules to make this game easier or harder. To make it easier, allow the students to use some or all of their 5 cards.

To make it harder, choose larger numbers or add some cards that have larger numbers on them.

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Have each student use the newspaper's stock market listings for that day and select four to "purchase." Have them record the daily stock quotations of their four chosen stocks over a period of two weeks and graph the data on a line graph.

****

Use this if you have at least 20 students. After a test distribute a list of scores. In order to reduce the stigma of having the lowest score, you may wish to create an additional lower number. Then have students do this activity sheet:

Arrange the boys' scores in a vertical column from highest to lowest.

Arrange the girls' scores from highest to lowest.

Arrange the scores of the whole class from highest to lowest.

The number of scores on each list is ____, ____ and ____.

The mean score is the sum of all the scores divided by the number of scores. (Round off to the nearest tenth.)

The mode is the score that appears most often.

The median is the middle score when the scores are arranged in order (if you have 25 scores then it is the 13th. If you have 24 scores, it is the average of the 12th and 13th score.)

Figure the mean, mode and median for

1. the boys
2. the girls
3. the class

Display all this information on a graph.

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Subject: Math

Content: Achievement Motivation

Goal B : Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.

Activity:

This activity was designed to show how the value of the dollar has changed.

In the first blank, guess what you think the price was for this item in 1897. In the second blank, guess what you think the price is today. In the third blank, subtract the second price from the first price and get the difference. After you complete this, we will fill in the other blanks together.

	Estimating			Using Catalogs		
	1897	1981	Difference	1897	1981	Difference
1. Iron	____	____	____	____	____	____
2. 5 lbs. candy	____	____	____	____	____	____
3. Gum (500 pcs.)	____	____	____	____	____	____
4. Clothesline	____	____	____	____	____	____
5. Broom	____	____	____	____	____	____
6. Cigarettes (500)	____	____	____	____	____	____
7. Tobacco (pound)	____	____	____	____	____	____
8. Sweepers	____	____	____	____	____	____
9. Vegetable slicer	____	____	____	____	____	____
10. Refrigerator	____	____	____	____	____	____
11. Stove	____	____	____	____	____	____
12. Ironing board	____	____	____	____	____	____
13. Prince Albert Suit	____	____	____	____	____	____
14. Women's shoes	____	____	____	____	____	____

Subj.: Math
Content: VII
Goal: B

	Estimating			Using Catalogs		
	1897	1981	Difference	1897	1981	Difference
15. Men's boots	____	____	____	____	____	____
16. White shirt	____	____	____	____	____	____
17. Ties	____	____	____	____	____	____
18. Blouse	____	____	____	____	____	____
19. Pocket Watch	____	____	____	____	____	____
20. Ring (26 diamonds, 5 rubies)	____	____	____	____	____	____
21. Solid gold ring	____	____	____	____	____	____
22. Buggy	____	____	____	____	____	____
23. Sewing machine	____	____	____	____	____	____
24. Brass bed	____	____	____	____	____	____
25. Telephone	____	____	____	____	____	____
26. Winchester Rifle	____	____	____	____	____	____
27. Piano	____	____	____	____	____	____
28. Tennis racquet	____	____	____	____	____	____
29. Baseball mitt	____	____	____	____	____	____
30. Kitchen chair	____	____	____	____	____	____

Then, use 1897 and current Sears catalogs. Assign items for students to look up. Have them subtract to find the actual price increases.

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Subject: Social Studies

Content: Achievement Motivation

Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.

Activity:

Have the students discuss the energy crisis. The class can be broken into small groups to answer the following questions:

A. Who or what caused the energy crisis?

B. What are the consequences and effects of the energy crisis?

C. What can be done about the energy crisis?

A report from each group should be made to the class in order to complete a comprehensive list.

HANDOUT #11

Subject: Science

Content: Achievement Motivation

Goal B: Students will develop and incorporate the ability to analyze, accomplish and evaluate tasks.

Activities:

To prepare for the weather report, the students may choose any day. They must include three states and give five different weather conditions. They cannot take any notes with them to the weather map. (A large green map of the United States with science kits on meterology can be purchased through several catalogs. This map can be written on with chalk. Or you could simply use a large U.S. wall map).

Teachers report that those students who enjoy getting up in front of the class get quite flamboyant. Students usually applaud for each "performance." It is fun for the science teachers too, since they rarely get to see the theatrical ham in their students.

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Have a debate on the pros and cons of nuclear energy as a new power source. Invite a speaker from the local Civil Defense Department to present evacuation plans from nuclear power plants in case of nuclear accident.

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Activity 4: "Closing Exercise"

Objective: Participants will rate themselves using the proficiency concept rating scale on their participation within their small groups.

Preparation: Ask participants to turn back to their participant Worksheet #4 (under Goal 2) and to read over their listed competencies and performance indicators. Ask them to focus on the performance indicators and to rate their competency using performance indicators. Instruct them to make a report card using the reporting process discussed in Activity 1, Goal 3 (See Handout #7). Then mark the appropriate box.

Example:

✓: accomplished
w: working on
☐: does not apply

Content Area	Workshop Participant Can:	
Inter-personal Relations	express opinions	
	share ideas	
	give and accept feedback openly, honestly and comfortably	

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